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ABSTRACT

Provisions for special education for exceptional children in Denmark's primary schools are described. Aspects related to special education programs which are discussed include teacher training, school psychological services, education centers. Individual handicaps are discussed, and instructions and guidance given for the teachers and other professional personnel working with exceptionality. Specially qualified teachers' organizations and organizations for the handicapped in Denmark are listed. (KW)

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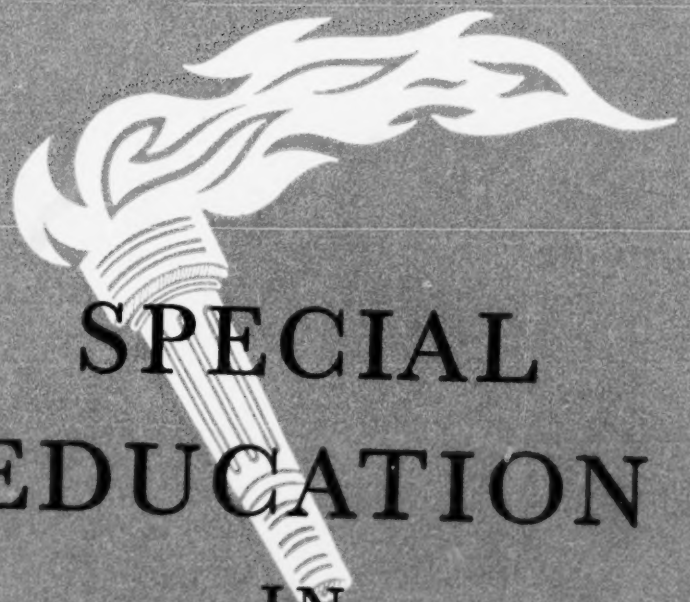

SPECIAL EDUCATION IN *Denmark*

DET DANSKE SELSKAB

Copenhagen

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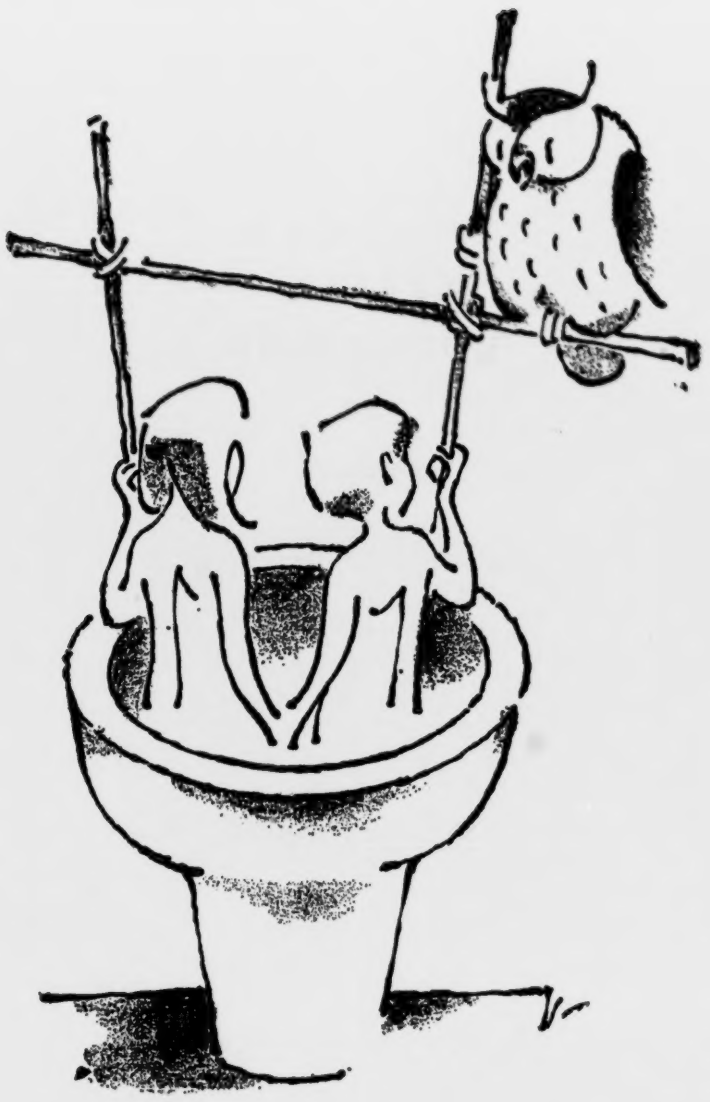

Drawing by Arne Ungermann

DANISH INFORMATION HANDBOOKS

SPECIAL EDUCATION

in Denmark

Handicapped Children
in Danish Primary Schools

DET DANSKE SELSKAB
Copenhagen

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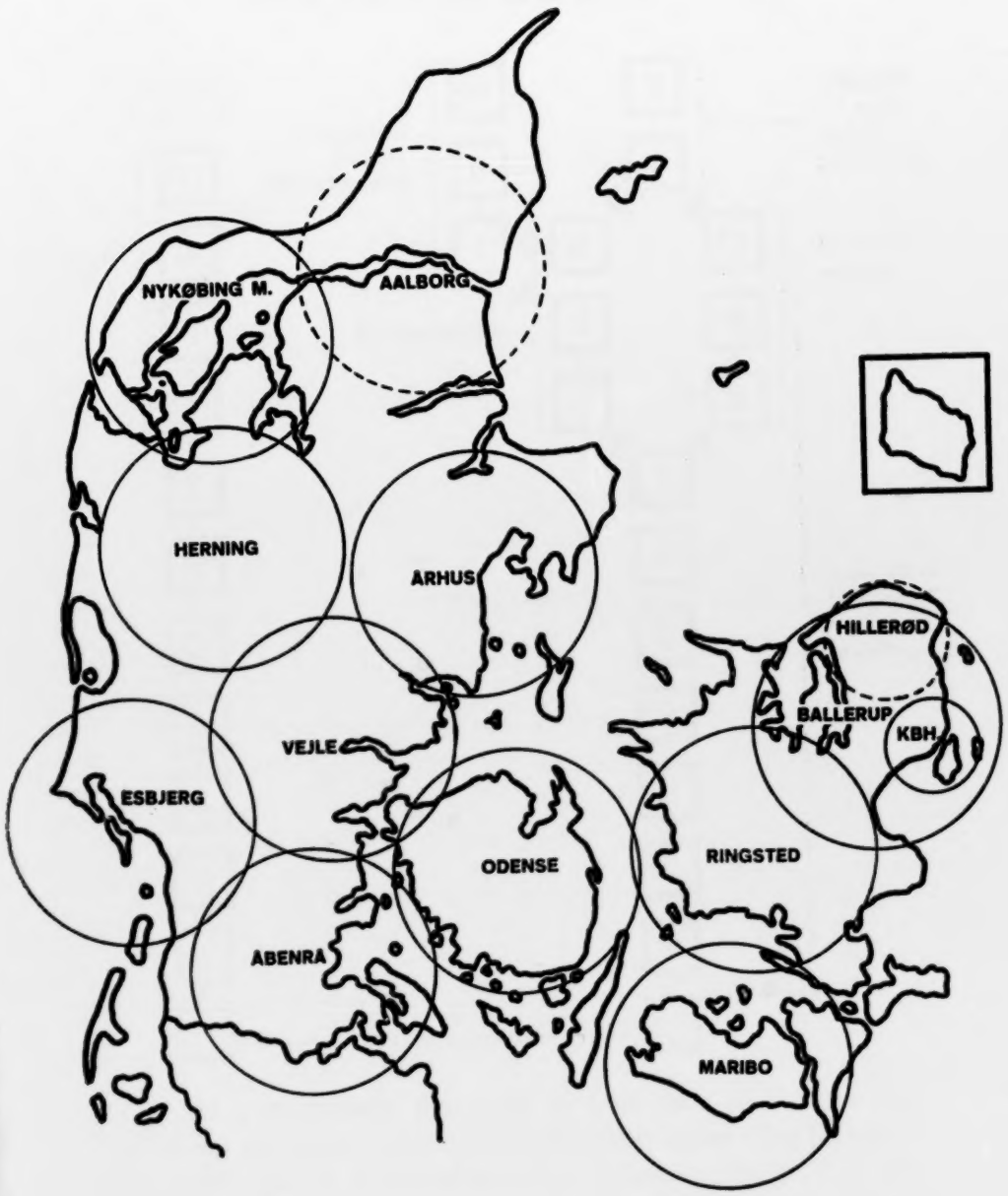
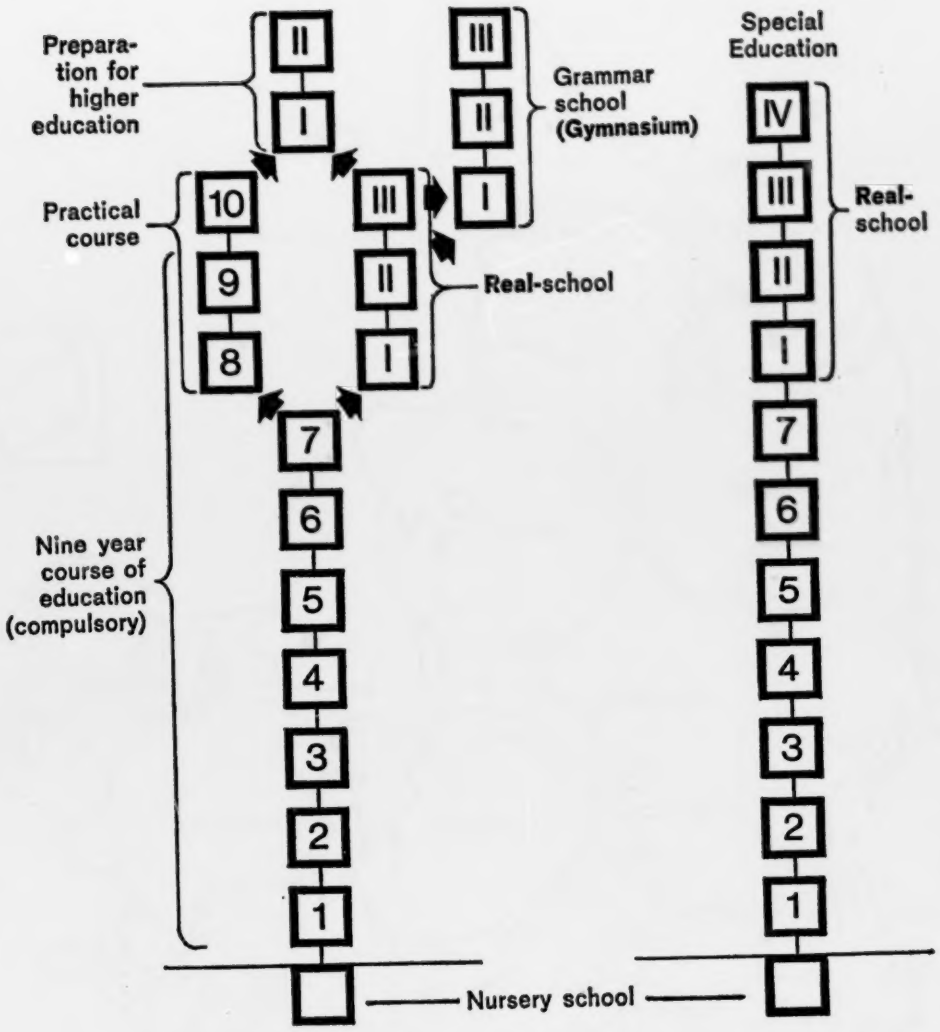


Map of Denmark indicating towns, including the capital (KBH. for København = Copenhagen) with education facilities for handicapped children. Pupils living within the area of one of the circles, the radius of which is 50 kilometers, are brought to and from the education centre by school buses.

Survey of the Danish school system



Primary school education in Denmark consists of a nine-year course of education, differentiated to some extent in the teaching of English, German and mathematics in the sixth and seventh years. In schools with at least 14 classes there is what is known as 'mild' division, the childen being separated into academically and non-academically gifted. Local authorities may also apply the comprehensive principle in these classes if they so decide, and in fact the comprehensive principle is rapidly being adopted throughout the country.

Special Education

Special education is the international term for the education of handicapped children.

Its aim is precisely the same as that of non-handicapped children, namely the development of the individual pupil's personality.

Special education differs from ordinary education chiefly in its use of technical aids, its special arrangements for individual needs, and in the expert advice it can call on to draw up an educational programme adapted to the requirements of the individual pupil. Special education, in short, is education specially prescribed after the total situation of the pupil has been investigated.

Special education makes extremely exacting demands on us but enables us in return to apply ourselves to the education of the individual in a way which leads to greater understanding of the general problem of education and of the child's well-being at school.

Our society is based on respect for the individual. The attitude of the school to those who are "different" helps significantly in fostering this respect.

From a variety of motives we have in the past isolated our handicapped children, without giving them any choice in the matter. One of the features of modern special education is that it enables the handicapped child and its parents to share in the planning of the educational programme, the programme being organized and revised within the framework of a co-ordinated educational system with the whole spectrum of possibilities available.

The Government boarding schools for handicapped children remain an important feature of the total educational effort, but chief responsibility for the education of both handicapped and normal children rests on the local authority. Co-ordination of the central Government's and the local authorities' edu-

cational facilities has long been discussed, but so far no satisfactory means of achieving it has been found.

Historical data

Special education in Denmark in its modern form is closely associated with the School Psychological Services. Both fields are relatively new and neither has been the subject of much legislation or administrative provision.

Regular instruction of the deaf began with the foundation of the Royal Institution for the Deaf-and-Dumb in 1807. From 1817 compulsory education was introduced for deaf children capable of benefiting from instruction. Primary schools started their first classes for hearing handicapped children in 1916.

The first school for blind children was opened in 1811. This was taken over by the State in 1857. The present school at Refsnæs near Kalundborg was opened in 1898. Primary schools first started classes for visually handicapped children in 1922.

Denmark's first school for the mentally handicapped, the Gl. Bakkehus Home in Copenhagen, was founded in 1855. It was taken over by the State in 1934 and underwent extensive development after the enactment of legislation for the care of the mentally handicapped in 1959. Primary schools instituted classes for mentally backward children in 1900.

The School for Physically Handicapped Children was established in 1874. This was replaced in 1955 by the Geelsgård Boarding School. Primary schools first began to organize classes for physically handicapped children as a special department of the school in about 1960.

Backward readers and spellers began to attract special attention about 1930. The primary schools set up the first classes for these children in 1935.

The primary school is the responsibility of the local authority. In these circumstances local authority arrangements for the education of handicapped children are inevitably ahead of legislation. Unlike the private schools of many countries, those in Denmark have not been prominent in the field of special education.

In 1924 the responsibility for the State education of handicapped children was transferred from the Ministry of Education

to the newly formed Ministry of Social Affairs. This has led to a lack of uniformity in legislation and in the planning and provision of grants, has increased the difficulty of co-ordinating measures adopted by the State and local authorities, and created problems over the co-ordination of inspection, advisory services, the provision of equipment, the loan of physical aids, research and teacher training. Efforts are at present being made to achieve a unified educational system for handicapped children.

Existing legislation

Deaf children and those with seriously reduced hearing at Government schools are educated under an Act of 1950, blind and partially sighted children under an Act of 1956, mentally handicapped under an Act of 1959, and other groups of handicapped children receiving State education under the Public Welfare Act, which came into force in 1961.

During the 1920s and early 1930s the question whether local authorities had a duty to provide special education was much discussed in Denmark. In 1923 the big Schools' Commission made specific proposals. These came into force in 1938 under the Primary School Act. The requirements of the Act were elaborated in circulars on Special Education in Primary Schools in 1943. But children were still not given an unconditional right to special education.

Developments began in earnest after the passing of a new School Inspection Act in 1949. This called for School Psychological Services manned by "consultants in special education". The first school psychologist* was appointed in 1943. He had a Master of Psychology degree. To graduate in psychology normally requires 7–10 years of study and training. In 1944, with the object of recruiting school psychologists, an examination in psychology was established at Copenhagen University. Nowadays Århus University and the Royal Danish College of Education train students up to the final examination in psychology.

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* The term "school psychologist" has been preferred to "educational psychologist" as being a more exact equivalent of the Danish "skolepsykolog".

A large number of the staff of the School Psychological Services are qualified advisers, having studied as special education teachers and undergone shorter supplementary instruction in psychology.

It is mainly due to school psychologists that primary school handicapped children are increasingly accepted and given purposeful education.

Under the Primary School Act of 1958 local authorities were required to provide special education for children who, by reason of speech defects, poor sight, deafness, mental handicap or slow reading, are unable to benefit from ordinary education.

An amendment in 1962 extended the provisions of the Act to the education of the sick and disabled.

The requirements are set out in detail in the Ministry of Education Circulars of 4 August 1961 and 4 Februar 1965. These regulations provide a framework enabling local authorities to make suitable arrangements for all categories of handicapped children and to co-operate with other local authorities over the provision of facilities beyond the resources of the individual authority.

The most important factor in special education is that it should interfere as little as possible with the pupil's normal schooling. Constant control and contact between the home, the school and the consultant help to ensure that no possibilities are ignored.

The possibilities open to the handicapped child, listed in the order in which they should be resorted to, are:

To remain in normal classes with extra coaching and suitable aids,
To attend a special class in an ordinary school or, if necessary, one of the primary education centres for severely handicapped children,
To enter a special school or, in case of need, a special boarding school.

Supplementary instruction for handicapped children can be provided at all schools, if necessary by a visiting teacher. This instruction would include training in lip-reading, hearing, com-

prehension of language, speech therapy, and special aid for the visually handicapped.

Technical and medical developments are making it increasingly possible to meet requirements in the matter of premises, educational aids and ambulatory treatment.

The task of educational psychologists is to achieve an educational climate in which the handicapped child will be happy and in which he can be rehabilitated.

Whether the child's home will be able to cope with the burden laid on it will depend to a great extent on the early guidance and support given by the social services. There is often a direct link between a lack of social services on the one hand and school problems on the other, but recent social legislation now ensures that the handicapped child's home will receive medical, social and educational guidance, technical aids and economic compensation irrespective of the parents' income.

Under 1968 Amendments to the Youth Schools Act and the Spare Time Education Act the provision of special education became the special duty of local authorities when at least two pupils entitled to a particular form of special education applied for it. Generous conditions were laid down for the provision of transport, and in view of the increased need for specially qualified teachers the normal hourly rate of remuneration for spare time instruction and instruction at Youth Schools was increased by 20 per cent.

The scope of special education

Of the pupils receiving special education in 1966–67, 13,637 were mentally handicapped, 31,271 backward readers, 2,921 hearing handicapped, 31 blind, 293 partially sighted, 126 physically handicapped, 2,109 sick, 740 socially and emotionally handicapped, and 5,993 suffered from speech defects.

With the establishment of Nursery Schools the number of pupils is increased by pupils of pre-school age, while the Youth Schools Act and the Spare Time Education Act also bring in pupils above school-leaving age.

In 1967–68, under these Acts, the Youth Schools organised 174 classes for 1344 handicapped young people and the Evening Schools had 95 classes for 745. About 1400 handicapped

students received instruction at commercial and technical colleges, but their need of special education has not been met.

The future

In a communication to Unesco the International Society for the Rehabilitation of the Disabled, as the representative of the World Organisation for the Handicapped and their Dependants, stated:

> When the State contemplates making suitable education available to all its children, including the handicapped, it must work out the means whereby this can be done, decide the nature of the programmes to be established, and provide financial support for them. Without financial support and administrative guidance, many well-intentioned efforts for the handicapped have failed.

In conformity with international thinking, the Danish system of special education aims at integrating handicapped children into the general education system. The form of education and the methods possible under an integrated system differ from those which can be applied when handicapped children are segregated. Integration calls for special education in its most advanced form.

It can only be applied if a sufficient number of teachers receive the necessary training and if the working conditions of specially qualified teachers and psychologists stimulate a sense of personal involvement in them. Without this feeling of involvement success in the education of the handicapped cannot be achieved. This is a field in which many questions still remain unanswered.

An important step forward will have been taken when imminent amendments to the Primary Education and the Inspection of Schools Acts succeed in co-ordinating State, local authority and private educational establishments for handicapped children. Still more important, however, is the question of qualified and competent head teachers.

The development of special education has outrun administration, and in the present circumstances we are unable to use to the best advantage the considerable resources available for special education in Denmark.

Training Specially Qualified Teachers

The Ministry of Education's Circular of 4 August 1961 requires teachers engaged in special education to have received "special training".

For teachers of speech- and hearing-handicapped children the requirements are more precise: such teachers must have passed an examination as specially qualified teachers.

In addition, all teachers must hold the teacher's certificate authorising them to teach the 1st to 10th forms in publicly provided schools.

The basic training qualifying teachers to instruct backward readers is given either at the Royal Danish College of Education or at a teacher training college as a special subject.

Under the Training of Primary School Teachers Act of 1966 instruction in teaching special classes is one of the three specialist subjects students can choose. Guidance in the teaching of handicapped children is required to form part of the training common to all student teachers.

The basic course lasts 6 weeks (150 hours). Basic course A covers the teaching of backward readers; basic course B covers the teaching of the mentally handicapped. Before taking course B the student teacher must have taken course A. Other basic courses are an extension of these and are concerned with the educational and vocational guidance of the severely handicapped.

Teachers in schools for backward children must have undergone a minimum of 3 months' further training, and many opportunities for post-diploma training are open to them.

The final examination for a specially qualified teacher requires 14 months' study (about 1100 hours) after the basic course.

Those passing the examination are then qualified to teach children in two of the following categories: backward readers,

the blind and partially seeing, those suffering from speech defects, impaired hearing, mental handicap, or physical handicap.

To teach more than two groups the teacher must take an additional course followed by an examination which will qualify him or her to teach two additional groups.

To train as a teacher specially qualified to teach handicapped children of all kinds would thus require 2½ years of intensive study after the Teacher's Certificate Examination. So far few teachers have elected to specialize in more than two subjects.

The studies are arranged so that those wishing to do so can continue on to a licenciate or even a doctorate. But the arrangements are so new that so far there has been no case of this.

The specially qualified teacher finds himself co-operating with a variety of other specialists – doctors, psychologists and technicians – whose professions have undergone rapid development in recent years. In consequence he frequently finds it necessary to attend short supplementary courses. Such courses are arranged by the Royal Danish College of Education, by organizations providing specialized teacher training, and by the Ministry of Education's inspectorate of special education.

The frequent conferences to which the specially qualified teacher is often summoned by the local area consultant for handicapped children are often in the nature of further training.

Special teacher training is a mixture of post-diploma training and further training, but if these are continued as degree studies of 4–6 years' duration qualifying the teacher to practise as a school psychologist, then they can no longer be regarded as merely supplementary to the training given at teachers' training colleges but are fresh studies of an academic standard.

The basic course is intended as an introduction to the various fields of special education. In the long-term it cannot be regarded as adequate training for specially qualified teachers.

School Psychology and Research

School Psychological Services operate in many fields, and the number is constantly increasing. To take one exemple: co-operation between the services on the one hand and child welfare authorities and family guidance clinics on the other is becoming increasingly intimate. Such co-operation is almost without exception of great value to the children and parents concerned, but it is constantly adding to the school psychologist's work load.

The development of the primary schools' observation department to include the problems of emotionally and socially handicapped pupils lays the responsibility for dealing with them in the first instance on school psychologists. The coming extension of compulsory schooling to 9–10 years makes the setting up of observation schools, observation classes, observation clinics, and observation teams at the individual school matters of urgency.

In addition to the increasing pressure of work, two examples of which have just been given, there is the fact – almost a law – that the more effectively the School Psychological Services operate the more they tend to escalate, for the more teachers and parents find co-operation with school psychologists beneficial the more they will use the services.

In the circumstances one cannot help wondering how School Psychological Services can possibly engage in any research. And people may well ask: "What is the point of school psychologists devoting any of their time to research? The Danish Institute for Educational Research and the Danish College of Education are available for such work."

Valuable material

I shall try, therefore, to show that it is not only sensible but also essential for research to be carried out by the School Psychological Services.

School psychology, with its various tests, case records and all

the data it handles, inevitably assembles a vast amount of valuable material. No more than a microscopic part of this material has been investigated by the Danish Institute for Educational Research. Probably 35 per cent of the material, which, if examined, would yield valuable knowledge, lies untouched and exists to no purpose so far as research is concerned.

Most people think of the school psychologist's job as an exciting one. It certainly *can* be, but anyone who imagines there is anything particularly inspiring about taking reading and intelligence tests day in and day out is sadly mistaken. A teacher has the satisfaction of seeing his work reach some kind of conclusion when he says goodbye to a class at the end of the curriculum. The psychologist feels the need of taking stock of his work now and then and of reaching some conclusions that might be of future use to him.

The reason so many school psychologists apply for jobs in other spheres – as teacher training college instructors, for example – is not only that the salary is higher – although that may be an important factor – but also that too many school psychologists fail to find the satisfaction in their work which they would otherwise do if they could devote just a small fraction of their time to taking stock and seeing what general principles could be established, merely in one field, on the basis of the material available.

Research of this kind would not be ideal, for although the material is available it has not been assembled especially for research purposes. In consequence the introductory planning phase vital to any research project will not have been organized satisfactorily. In assembling data not intended in the first instance for research it is difficult to take all the necessary steps which later processing may show to have been essential to the value and reliability of the results.

Projects

Special research projects, often of limited scope, should therefore be put in hand, carefully planned, and carried out in depth. An example of the sort of thing [I have] in mind is an investigation, at present in progress, into the pupils attending our reading classes. The investigation includes intelligence tests

on the Wechsler Intelligence Scale for Children, and careful evaluation of the pupil's reading and arithmetic standards and of their ability to absorb knowledge both aurally and visually. Their home backgrounds and school careers (the amount of time spent in detention and in receiving special education, etc.) are being studied, including teachers' assessments. An investigation into their directional function (the failure of which impairs the concept of space and time and may result in difficulties in operating with and learning such symbols as letters, words, numbers and musical notes) is being planned in co-operation with the Danish Institute for Educational Research. When all this material has been assessed we hope to know much more about the pupils in our reading classes than we have done so far. Since a somewhat similar investigation was made into the children in our classes for the mentally backward, we expect to get some interesting results from a comparison of the two groups – and we are prepared for some surprises.

Necessary conditions

To carry out an investigation of this kind a number of conditions must be fulfilled, for it is essential that the project should not cause day-to-day work to suffer.

1. The School Psychological Services must be adequately manned.

2. The staff must have the professional qualifications necessary for carrying out research. It is NOT sufficient for only the director of the office to be fully qualified.

3. One or more of the staff must be able to devote a set number of hour a week exclusively to the research project. Normally all the staff should participate in it. Ideally the staff of the office should be sufficiently large to allow one of them each year to be taken off all other work so that he can devote his whole attention to the research project. The "Research Year" should rotate among all the staff who are able and willing to carry out this kind of work.

4. The Inspectorate of Special Education's consultants should include in their number a research expert, so that individual School Psychological Services could seek his advice when necessary.

5. Help in statistical processing, etc. should be available if required.

In one respect there would seem to be no problem. There is never any difficulty in getting the results of research projects published. Various technical journals are only too glad to have them.

An example

An excellent example of a scientific study carried out by School Psychological Services is the thesis by Dr. S. S. Tordrup, Ph. D., former director of the Gentofte School Psychological Services, which was published in 1961. The thesis, entitled "Age – the School's Point of View", is not only of a high academic standard but has also exercised considerable influence on current discussions concerned with schooling and the child's readiness for it.

The School Psychological Services

Danish school psychology has derived from two distinct sources: special education, and clinical psychology.

Special education, however, has been the chief concern by far of the School Psychological Services. The School Supervision Act of 1949 laid down that each county should have a special education consultant and provided for the creation of similar posts in the various provincial boroughs.

The expression "school psychology" did not – and still does not – occur in Danish school legislation. The Act requires the special education consultant to assist the school authorities in his area over the education of children unable to follow normal instruction and over other matters calling for special insight into child psychology.

These terms of reference, which on paper provide a large area over which the educational and school systems might be influenced, have so far had the effect of turning the School Psychological Services into testing and sorting institutions, through which an increasing number of children pass on their way to some form of special education. During the period 1956–60, for example, the number of pupils referred for special education increased from 16 to 23 per cent of all pupils in the first seven forms.

The School Psychological Services are therefore forced to ask themselves: how many pupils can, and should, be taught in normal classes and under what conditions can the requirements of the Act as it relates to Primary Schools – "the school shall develop the children's talents and aptitudes, strengthen their characters and endow them with useful knowledge" – be met?

The requirement of the clause in the Primary School Act that all pupils should have access to satisfactory education can only be met by the provision of special education. This must be organized on the basis of the widest possible knowledge of the individual pupil's capabilities.

This means that the staff of School Psychological Services must form a team, with each of its members specializing in different subjects: educational psychology, clinical psychology, social psychology, speech and hearing problems, and social problems. Only in this way is it possible to ensure that the special education prescribed will not merely treat the symptoms while leaving the pupil's personal educational problem untouched. This sort of organization is now being set up in a number of services.

In reality it is only possible to decide how many pupils should be taught in ordinary classes and what pupils should be selected to receive special education or some other form of treatment after suitable psychological research projects into teaching requirements have been carried out by the School Psychologigal Services.

Put in its simplest terms, treatment of the individual child's problems, in addition to special teaching techniques, requires:

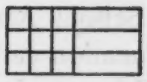
I Readjustment of the child, i. e. a change in the child's attitude, to be achieved by

a. special coaching and, perhaps, by placing the child in an observation class;

b. psychotherapy.

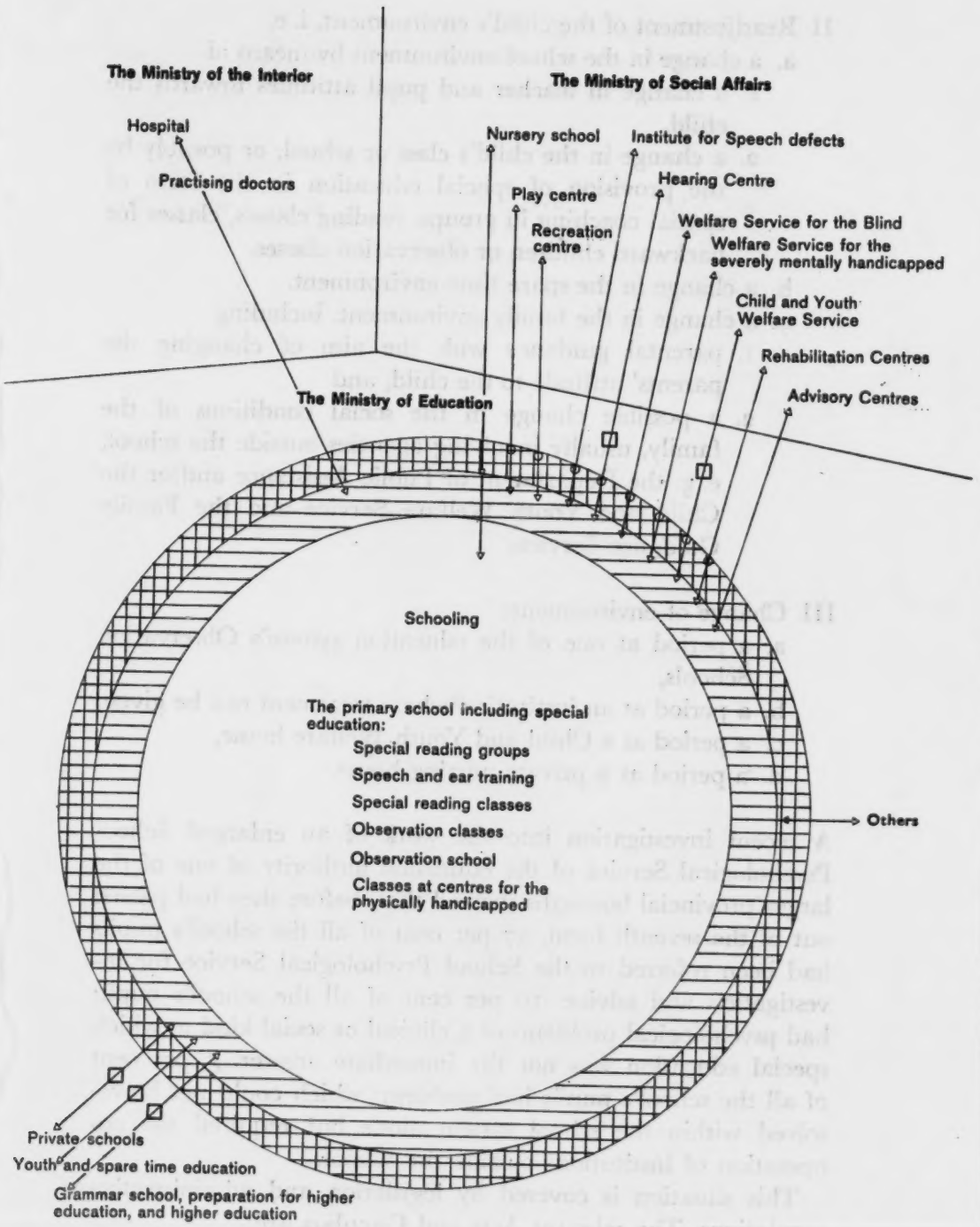
○ Indicates that under current regulations the School Psychological Services are responsible for seeing that the pupil is referred to the relevant institution when his condition so requires, and that co-operation is established between the school and the institution.

□ Institutions with which, under recommendations in current reports, co-operation should be established or intensified, or for which the School Psychological Services should be the advisory agency. (The reports particularly referred to are No. 473 on the extension of compulsory education, and No. 474 on the participation of handicapped juveniles in further education in and beyond the primary school).



The proportion of the total number of primary school pupils referred to School Psychological Services. About 37 %.

The proportion of the total number of primary school pupils with serious psychological problems of a clinical or social character.


The Ministry of the Interior
Hospital
Practising doctors
The Ministry of Social Affairs
Nursery school
Institute for Speech defects
Hearing Centre
Play centre
Welfare Service for the Blind
Recreation centre
Welfare Service for the severely mentally handicapped
Child and Youth Welfare Service
Rehabilitation Centres
Advisory Centres
The Ministry of Education
Schooling
The primary school including special education:
Special reading groups
Speech and ear training
Special reading classes
Observation classes
Observation school
Classes at centres for the physically handicapped
Others
Private schools
Youth and spare time education
Grammar school, preparation for higher education, and higher education

II Readjustment of the child's environment, i. e.
   a. a change in the school environment by means of
      1. a change in teacher and pupil attitudes towards the child,
      2. a change in the child's class or school, or possibly by the provision of special education in the form of special coaching in groups, reading classes, classes for backward children or observation classes.
   b. a change in the spare time environment.
   c. a change in the family environment, including
      1. parental guidance with the aim of changing the parents' attitude to the child, and
      2. a possible change in the social conditions of the family, usually involving agencies outside the school, e. g. the Department of Public Assistance and/or the Child and Youth Welfare Service and the Family Guidance Service.

III Change of environment:
   a. a period at one of the education system's Observation Schools,
   b. a period at an institution where treatment can be given,
   c. a period at a Child and Youth Welfare home,
   d. a period at a private nursing home.

A recent investigation into the work of an enlarged School Psychological Service of the education authority of one of the larger provincial boroughs showed that, before they had passed out of the seventh form, 37 per cent of all the school's pupils had been referred to the School Psychological Service for investigation and advice. 10 per cent of all the school's pupils had psychological problems of a clinical or social kind to which special education was not the immediate answer. 5 per cent of all the school's pupils had problems which could not be resolved within the school system alone but required the co-operation of institutions outside the school.

This situation is covered by legislation and administrative regulations. The relevant Acts and Circulars are:

The Act of 4 June 1964 on Child and Youth Welfare.

The Ministry of Education's Circular of 10 March 1961 on reports to rehabilitation centres.
The Ministry of Education's Circular of 8 November 1965 on co-operation over the provision of family guidance.
The Ministry of Education's Circular of 6 April 1967 on co-operation between schools and the Child and Youth Welfare Service.
The Ministry of Social Affairs' Circular of 8 July 1957 and Notice of 8 December 1959 requiring reports on mentally handicapped and severely mentally handicapped pupils.
The Ministry of Social Affairs' Circular of 30 September 1964 on the duty to report acute cases of word blindness to the State Institute for Speech Defects.

The diagram opposite shows the areas covered by a School Psychological Service and the institutions outside the school with which it co-operates.

In addition to investigating and diagnosing the difficulties of children referred to them by schools, homes or other institutions, the School Psychological Services have the task of co-ordinating the various forms of aid available not only to the individual child but frequently to the individual family as well. This calls for discussion with teachers and head teachers regarding instruction in ordinary classes, the post-examination of pupils receiving special education, and guidance on the form and content of the special education. It also calls for discussion with the school doctors and the staff of the institutions outside the school, and participation in conferences held by the institutions. In addition, of course, the parents must be kept informed of the educational and psychological problems affecting their children.

Planning essential

Despite the growth of the area over which the School Psychological Services operate and the efforts of the legislature and of administrative bodies to lay down rules to co-ordinate the aid given by the various institutions to the individual family, a plan is still needed to co-ordinate the psychological advice given to the individual family with that given by the institutions con-

cerned with the family under the social security system. The lack of such a plan particularly affects families where the children's problem is not primarily one of learning but of adjustment – of adjustment to the family, to the school or to society. There are also the problem of acclimatization in school and the additional problems to which the extension of compulsory edudation beyond the seventh form may give rise.

The school comes into contact with all children. The school Psychological Services advise about one-third of all parents. Guidance sometimes starts while the children are still at the nursery school, since advice given at that early stage might well prevent development on the wrong lines and avoid problems of adjustment. From the administrative point of view there are certain disadvantages in setting up within a single administrative district advisory bodies with closely related aims in both the educational system and the Child and Youth Welfare or Family Guidance Services – especially as largely the same children are involved in both and the necessary expert guidance is difficult to obtain.

Education Centres for the Severely Handicapped

Under the Primary School Act, paragraph 2, clause 2, local education authorities are required to provide special education for all children in the district who need it. The requirements are set out in greater detail in the Ministry of Education's Circular on special education of 4 August 1961, and in Circulars of the same date on the segregation and education of severely handicapped children.

These circulars point out the desirability of establishing co-operation beyond borough and county boundaries so that all children, regardless of geography, can receive the type of education suited to their capabilities and talents.

The purpose of centres

Special Education Centres are set up to enable handicapped children to remain in their homes, and thus in their natural environment, while receiving primary school education at a school adapted to meet the demands of their particular disabilities and provided with technical and other equipment to help overcome them.

Thanks to these arrangements the unhappy results of a child being deprived of parental contact for a considerable time can often be avoided. Recent research has shown the beneficial effect of contact between parents and child on the development of the child's emotional life and character. Similarly, the unfortunate consequences of an otherwise normally gifted child being in a class where its disability prevents it from keeping up with the other children are also avoided.

We have two groups of children in the Centres: those who would previously have been directed to one of the State institutions, and those with a considerable handicap who would have been unable to derive sufficient benefit from education in a normal class.

Integration

A nucleus of not less than about 50,000 pupils is necessary if the handicapped children are to be suitable grouped according to age and handicap. Their classes should form a natural part of the school, so that both teachers and children can become fully integrated. This is best achieved by keeping the handicapped children groups small.

The most practical arrangement, having regard to local conditions and to the special equipment and specially qualified staff required, is for there to be no more than a single category of handicapped children at one school. Integration would then be required at a maximum of four schools, with classes for speech and reading, for the hearing handicapped, the psysically handicapped and the visually handicapped respectively.

Intensive instruction can best be achieved in the form of periods of individual coaching.

Premises

Class rooms for children with impaired hearing should have good acoustics. A sound cubicle for tone and speech audiometry should be available. Here the children's voices are tape-recorded, the recording providing a basis for the adjustment of hearing aids and also helping to determine the kind of educational arrangements required. In addition there should be specially equipped articulation rooms, a room for ear-training, and a speech laboratory for instruction in classes of a more practical kind.

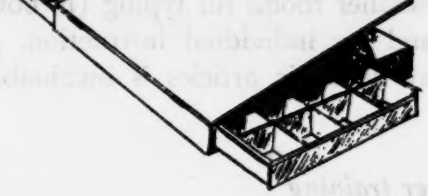
For those with speech defects the use of an articulation room is also essential. For reading classes there should be an adequate number of group rooms, including a speech laboratory.

Class rooms and articulation rooms for the physically handicapped should be spacious. For physiotherapy there should be a shower room and facilities for rest after treatment. A room for ergotherapy and access to a swimming bath would greatly assist rehabilitation.

All the rooms for the handicapped should be of the same size as ordinary class rooms and not less than 45 m^2 (485 sq. ft. – see below under accommodation).

The visually handicapped are less numerous and in conse-

Chair to support a pupil unable to sit up on his own. The harness is fastened over the shoulders to the back of the chair and round the loins to the underframe, which is fitted with springs to provide elasticity.



Flannel board for cut out felt letters and numbers. The board can be tilted in various positions. The letters and numbers are kept in two partitioned drawers. The bottom of the stand is securely fastened to prevent movement.

Dimensions of the stand when folded are 60 × 45 × 7 cm (approx. 24 × 18 × 3 inches) and it is carried like a case.

Reading stand with rigid mounting capable of an infinite number of positions.

quence cannot be so easily divided into suitable groups. Special planning is required for them. On an experimental basis one teacher of the visually handicapped has been given 12 hours weekly to visit pupils selected to receive education in their local school. Ideally the organization should be extended to include a post of teaching consultant in the area. Such a post already exists in certain areas.

The duty of the teaching consultant is to help the local school in instruction and ensure the availability of necessary equipment. Various optical aids and other apparatus should be on hand at the Centre and loaned out as required. Under the plan outlined only pupils with a fairly severe visual handicap would need to be taught in classes for the handicapped throughout their entire schooling. Others would need to attend special classes for certain periods only – for example, to learn Braille.

For teaching those with seriously defective vision at least one room with adjustable lighting should available. A speech laboratory is also desirable. In this pupils receive individual instruction by tape recorder, while being able to refer as necessary to the teacher. Adequate storage space must be provided for equipment. There should be smaller rooms for typing (in both Braille and ordinary type) and for individual instruction. A room furnished with everyday domestic articles is invaluable for touch training.

Teacher training

Instruction in special classes is in the hands of teachers who have taken the Royal Danish College of Education's basic course in special education.

If handicapped children are to be accepted on the same basis as the non-handicapped, their teachers must also be accepted by the school's teaching staff. They must be capable and respected, and already experienced in teaching ordinary classes. We think it useful for these teachers to continue to take ordinary classes.

Co-operation with School Psychological Services

Children are admitted to the Education Centre's classes for the handicapped on a certificate from the school-psychologist and

after discussion with the home and the individual child's local school. As far as possible they are accepted before March 1 for the following school year. Transfer from the Centre to the local school is also notified before March 1.

In addition to maintaining constant contact with the school-psychologists and the area speech and ear consultants, the Centres have found it useful to hold an annual meeting with the School Psychological Services, when methods of co-operation and other arrangements can be discussed.

Medical arrangements

Irrespective of their local authority, pupils in the special classes are on the same footing as all the school's other pupils so far as medical, dental and other services are concerned. There are also arrangements for them to be seen by specialists.

It is essential for a consultant in each of the handicap categories to be attached to the school. For pupils with defective hearing the most suitable consultant is the medical superintendent of the district Government Hearing Centre, which can also be expected to provide technical aid.

Children with speech defects can be attended by the local ear, nose and throat specialist.

For the physically handicapped the most suitable consultant is the medical superintendent of the local orthopaedic hospital, with a physiotherapist for special cases. It is particularly beneficial to have an arrangement with a neurologist specialising in spastic children.

As regards visually handicapped and blind children, arrangements can be made with the eye clinic at the Government Institute for the Blind and Visually Handicapped in Copenhagen for one of the Institute's doctors, experienced also in unusual eye complaints, to attend the children in the special classes and also those in local schools. An eye specialist can make suitable arrangements with a local optician.

Transport

As far as possible pupils use public transport; but most of those attending the Centres use the school buses run by the School Psychological Service.

Equipment laboratory

Aided by the Ministry of Education, the School Psychological Service has set up an equipment laboratory at Herning. This is at the disposal of all Centres and is increasingly used by them.

The laboratory's main task is to make or obtain educational equipment for special classes. The laboratory also develops ideas for new instructional material submitted by teachers and others. Connections abroad help the laboratory to keep abreast of the latest international developments.

Recruitment of staff

The problems of maladjusted children and those suffering from brain damage should also be dealt with by the Centres. The question of giving advice when children are still at the pre-school age should also be considered; so, too, should the possibility of integrating handicapped children into nursery school classes.

If the Centres are to perform all these tasks satisfactorily and also meet the requests of the Royal Danish College of Education and others for special courses, an increase in the establishment of the School Psychological Services will be necessary. The post of Centre Education Director would be a valuable addition.

Of non-teacher trained staff there are a physiotherapist and a practical assistant for the physically handicapped classes, and a kindergarten handwork teacher for the classes for the very young to cover the periods between the starting and ending of school and the arrival of transport to take the children to or from school.

Testing

Experience has shown that great care must be taken in testing children with sense defects. The aim is to gain a total impression of the child's capacity to exploit its abilities to the optimum. It is essential for the examiner to know the particular difficulties and peculiar mentalities of the different groups of handicapped children if his observations are to be relevant. This is only possible when the district school-psychologists specialize in a single category of disability.

A clinical psychologist and a social adviser should be attached to the Centre.

Counsellors* for the handicapped are an essential means of enabling handicapped school leavers to enter normal employment.

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* The duties of the counsellor for backward school leavers are carried out by a teacher.

Teaching Speech-Handicapped Children

The special education of speech-handicapped children has been long established in primary schools. In 1921 the Copenhagen City Council undertook to continue two speech classes which had proved remarkably successful during a two-year experimental period in teaching stammerers and other speech-handicapped children. In the 20s and early 30s several of the larger school authorities, e. g. Odense, Kolding, Randers, Århus, Horsens and Esbjerg, followed Copenhagen's example and appointed speech teachers.

Special arrangements for those with speech defects were first made by the State at the beginning of the century. In 1916 the State Institute for Speech Defects was founded. Then in 1923 came the setting up of the Speech Education Association with the object of raising the level of the spoken word in general and of providing special education for the speech handicapped. A training syllabus for teachers of speech handicapped children was drawn up in conjunction with the Danish Medical Association. It was felt that Teacher Training Colleges could contribute by training teachers to express themselves clearly and naturally, since the ability to do this, coupled with good voice production, constituted the teacher's most valuable tool. It is only in recent years, however, that the Teacher Training Colleges have begun training of this kind. None the less a noticeable improvement has taken place, thanks to modern methods of teaching Danish. Nowadays the emphasis is on oral teaching, on acting out situations, on appropriate and amusing speech and sound exercises, and on language training.

In this way more and more pupils are being brought nearer the goal of all education in the use of the mother tongue, i. e. the ability to express themselves clearly, simply and naturally in a well modulated voice and in writing, and also to read well. Such command of the language is not only of practical and

social value but also of vital importance to the development of the child's personality. That is why speech defects are such a serious handicap.

Any school period is concerned directly or indirectly with speech and language training. But no matter how good, fundamental and comprehensive it may be, it will fail to meet the needs of pupils with special difficulties. For such pupils special education is essential.

Their difficulties may lie in the language, in speech, or in some defect of the voice. Dysphasia is the name given to a disturbance of the language function, i. e. some failure of apprehension or understanding, or in the processing and formulation of speech or writing. Speech may be disturbed by faulty enunciation resulting from some organic or functional disturbance, or by a stammer. Voice defects, organic or functional in origin, are common in school-children. All speech defects occur more frequently in boys than in girls.

Developments

The Circular of 4 August 1961 lays down that all local authority plans for schooling and instruction must include arrangements for the special education of speech-handicapped children. If necessary several local authorities may co-operate over their arrangements for speech training.

Once the training of speech teachers had been taken over by the Royal Danish College of Education in 1959 and it became possible to educate far more teachers than previously, real progress could be made. Local authorities have appointed speech consultants as professional assistants in the School Psychological Services. They examine speech-handicapped children, collect information about them and organize their education and treatment. At present 80 speech and hearing consultants have been appointed. Two more work for the Danish education system south of the border. Of the 190 odd speech teachers employed in the primary schools, 26 are in Copenhagen, 105 in the provincial boroughs, 56 in the counties, and 1 in Greenland.

According to figures for the 1967 school year, the percentage of children recommended for speech training was 0.5–3 per cent

in the provincial boroughs and 0.3–1.5 per cent in country districts. The difference is due to the lack of teachers of the speech handicapped in country districts, since children will not normally be recommended for speech training if it is known not to be available. This apart, there is nothing to indicate that the percentage of children suffering from speech defects is greater in the towns than in the country. The provincial boroughs have almost a full quota of staff, so that speech and hearing handicapped pupils can receive satisfactory training almost immediately. Expansion to the extent planned in the provincial boroughs, and more especially in the country districts, calls for about twice the number of speech teacher hours at present available, but it should be possible to obtain these within the foreseeable future.

Purposeful co-operation

Most childen with speech defects are taught under arrangements made by the education authorities. But the application of one form of education does not preclude the other. Children with cleft palates, for example, are certified on birth for the comprehensive surgical and instructional treatment provided by the Speech Institute. At school age, however, speech training as such is best provided by the school speech teacher. Bad stammerers can be moved for a time into the environment of the Institute, this being less of a strain in some respects than that of the school. Pupils needing further speech training at the end of their schooling can receive such training on the recommendation of the welfare service. Children eligible for pre-school education who have received speech training through the Speech Institute, e. g. in a nursery school, and who are in need of further training, are referred by the Institute for speech training in the primary school. There is thus close co-operation between the primary school and the Welfare Service.

Peripatetic – and class instruction

As the Circular referred to envisages, speech consultants and most speech teachers work on a peripatetic basis. In the towns one speech teacher attends several schools. In the countryside speech teachers often serve several local authorities. Work of

this kind is extremely demanding. But it does give the speech teacher the opportunity of personal contact with the speech handicapped pupils' other teachers, with head teachers, and with parents. Such contact is essential to the progress and success of the instruction. By becoming part of the regular school education system the teachers are kept familiar with the normal class atmosphere and feel themselves one of the staff.

Most pupils receive speech instruction from a visiting teacher. The pupils are taught either individually or in small groups at weekly lessons held in school hours, as much regard as possible being paid to the pupil's normal lessons.

Speech classes are arranged for children whose speech or language handicap prevents them from keeping up with ordinary lessons even with the help of visiting speech teachers.

During the 1967 school year more than 6,000 pupils received instruction from visiting teachers. There were 23 speech classs with 185 pupils. These classes are attached to Education Centres for the Severely Handicapped in Esbjerg, Herning, Copenhagen, Maribo, Nykøbing Mors, Odense, Ringsted, Vejle and Århus.

The pupils in these classes are severely speech retarded, word blind, and often also suffer from other severe or complicating disabilities. According to the Circular, the standard aimed at by these classes must as far as possible be the same as that of normal classes. The teaching programme has to be organized for each individual pupil from day to day. This means intensive work – hence the small size of the class. Whenever possible, in recreational subjects for example, the speech class pupils are taught together with normal speaking children. Experience has shown this to be stimulating to the speech handicapped and socially valuable to both groups. The same applies to games in breaks. In this way children in the speech classes get accustomed to the normal school environment, to which they will be transferred as soon as their particular difficulties have been overcome.

Instructional aids

The instruction of children with speech defects calls for special teaching aids. This has been something of a challenge to speech teachers, with the result that considerably more teaching

and testing material has been produced during the last 4–5 years than in the whole of the previous 40–50. The Ministry of Education's equipment laboratory at Herning produces equipment in accordance with speech teacher's ideas. The special education publishers, Specialpædagogisk Forlag, Herning, does the same. Much of this equipment is used in conjunction with audio-visual aids, tape recorders, language masters (see picture vis-à-vis p. 40), flannel boards and so on. In the speech classes this apparatus forms a language laboratory in which the pupils can practise independently and to their own programme.

New methods of teaching are continually being tried out and the results carefully evaluated. A recent example was an experimental play school for stammerers at which the pupils underwent intensive daily training and observation.

If the best possible results are to be obtained from speech training, the speech teacher must frequently call in the aid of other specialists. Ear, nose and throat specialists can help in the treatment of speech defects. Orthodontologists can regulate malformed teeth which are causing speech defects. Physiotherapists can give various forms of therapy which must precede or accompany speech training.

All these efforts are combining to give this form of special education a pattern and scope which enable it to give effective aid to speech-handicapped children while interfering to the minimum with their normal schooling.

Backward Readers

The concept of retarded reading (word-blindness) came into being about the year 1900. Retarded reading ability came to be recognized in Danish primary schools in 1930–40, when the first reading classes were instituted in Copenhagen. The idea that retarded reading was a phenomenon independent of the growth of the intelligence then began to gain general acceptance. At the same time the appointment of the first school psychologists helped to stimulate interest in the problems of backward readers.

Doctors, teachers and psychologists did pioneer work in the field. Then, as now, there were divergent views on the causes of retarded reading and on the most suitable methods of instruction. Doctors mainly thought of the cause as constitutional; psychologists tended to blame environmental conditions, problems connected with maturing, etc. As late as 1950–60 sharply divergent views between the two groups remained. The problems have still to be resolved. More research is needed and more knowledge of the causes of the condition is required.

As a result of the efforts of the primary schools to help backward readers during the last 30 years, various forms of aid are now available. After examination by school psychologists the children can be placed in reading classes or reading groups, or they can be given individual tuition.

Real progress began after the publication of two ministerial circulars: the Ministry of Education's Circular of 26 June 1943, enabling special education to be provided in primary schools; and the Ministry of Social Affairs' Circular of 30 September 1944, under which the State undertook the instruction of backward readers through the agency of the Institute for Speech Defects.

Under the Primary School Act of 1958 local authorities were required to give necessary instruction to backward readers. The

details are set out in Circulars of 4 August 1961. Under the Ministry of Education's Notice of 15 May 1964 allowances can be made for backward readers and otherwise handicapped children in the marks required for passing the *realskole* and university entrance examinations.

Emotionally stabilizing

The School Psychological Services play an important part in the education of backward readers. There is, however, a great shortage of trained psychologists.

Does the special education of backward readers achieve all it sets out to do? Various investigations suggest that results fall short of expectations. Opinions are sharply divided. There is no doubt that in severe cases the disability cannot be overcome. But no-one has gone so far as to suggest that special education should be abandoned in such cases. The general opinion in professional circles is that the established form of education often has an emotionally stabilizing effect and a beneficial influence on the pupil's attitude to its surroundings.

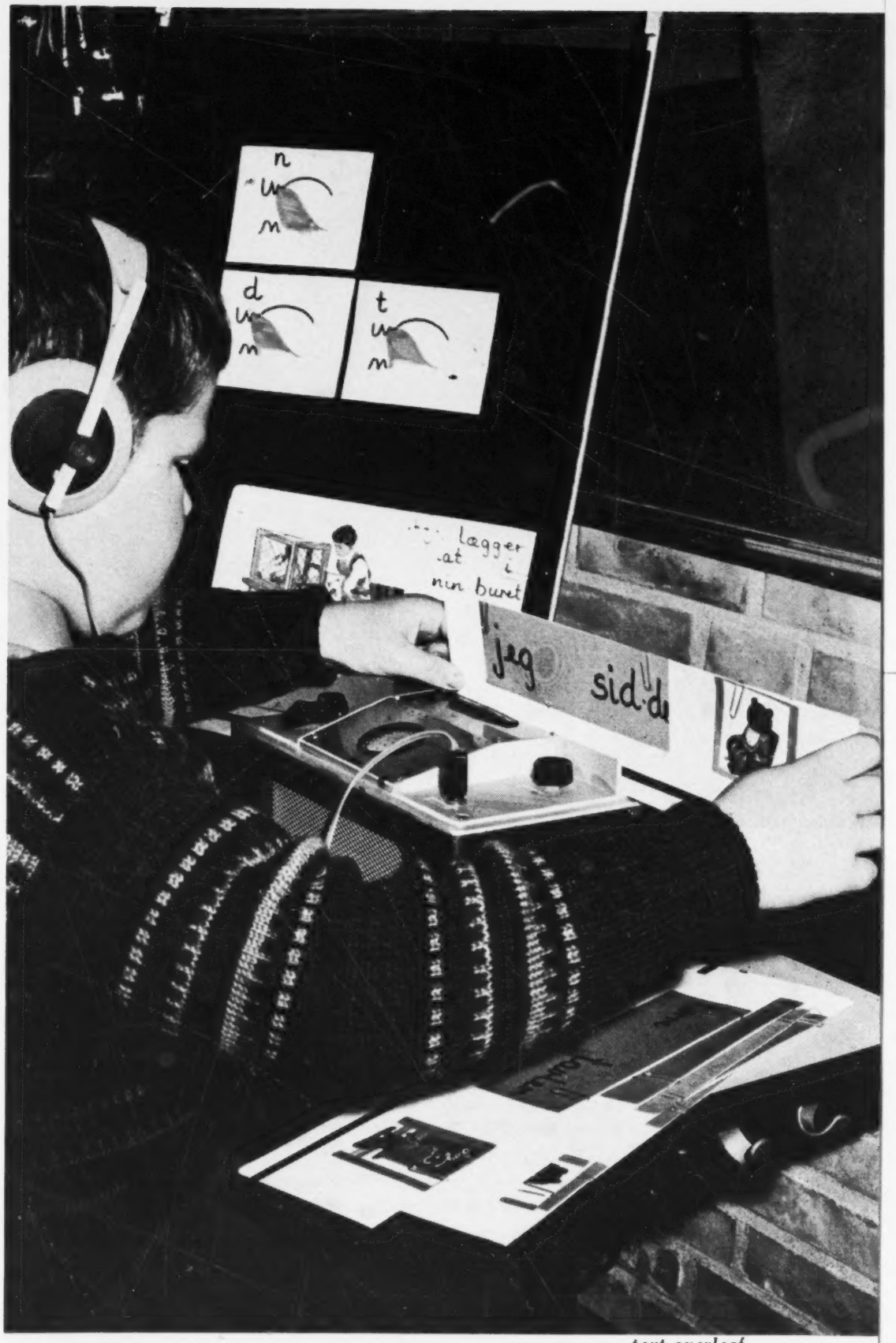
Teacher training

There is of course no universal method of treating backward readers. But success cannot be achieved without suitably trained teachers.

At one time the training of teachers of backward readers was confined to a 2–3 week Ministry of Education course. The National Association for Word Blindness in Denmark arranged a more comprehensive course which concluded with an examination qualifying teachers as "authorized teachers of the word-blind". Training is now arranged throughout the country by the Royal Danish College of Education.

The word-blind and further education

A report, Young Handicapped Persons and Further Education in and beyond the Primary School, (1968), recommends the introduction of special education for backward readers in the *gymnasium* (or grammar school). The report recommends that backwardness in reading should not be allowed to prevent pupils otherwise suitable from receiving higher education. It also re-



text overleaf

Independent work with a language master (carded tape recorder). A dysphasic pupil works through his programme on his own. The programme consists of 6–8 sentences recorded on a corresponding number of cards after the teacher has made sure during speech instruction that the child recognizes the words which occur. The text and appropriate illustration are fastened to the card on which the sentence is recorded. The text is reproduced at a suitable level in the earphones, enabling the child to hear, read and see the text simultaneously. The object is for the child to acquire an automatic reaction to the phrases he has learnt. The child can also record on a twin track the sentence he hears spoken by the teacher on the other track. He can then compare the two and make the necessary corrections.

Left

At the traditional mirror.

Next page

Teaching children suffering from speech defects: The vocables of everyday life are taught through conversations about specified topics. In this case a small Danish sea-port shown in the picture on the wall.

Below

A speech retarded child learning to read with the aid of a master tape. The text of a primer is recorded in short phrases with pauses, during which the child can repeat them.

commends that allowances should be made in considering backward readers for the *real* schools and grammar schools on the lines already recommended in the Circular of 4 May 1953 on state schools. Furthermore, the report recommends some easing of the minimum requirements in certain subjects and points out that this is already done in the case of engineering students, where the practice of requiring minimum language marks has been abandoned.

Five per cent

The following table shows the amount of special education for backward readers provided over a fifteen year period in the primary schools.

	Reading classes	Pupils	Reading groups	Pupils	Pupils receiving individual instruction	Total number of pupils
1952/53						6799
1962/63	257	2667	5004	20625	407	24699
1966/67	372	4738	7691	26014	535	32187

The percentage of backward readers is barely 5 per cent of all primary school pupils. If the percentage is calculated on the basis of the primary school middle form – the form from which most of the special education pupils are recruited – it appears that about 10 per cent receive this form of education at some stage of their school careers. There is reason to suppose that the primary school aids for backward readers are now fully developed and that the percentage will remain fairly constant.

When Eyesight Fails

From Vallentin Haüy and Louis Braille to the primary school 1969

From an educational point of view the visually handicapped fall into two groups: the blind, and the partially-sighted.

The blind are either totally blind or have such defective vision that they have to be taught chiefly by means of Braille.

The partially sighted can be given visual instruction, but their eyesight is so weak that they need special attention.

There is no clear distinction between the blind and the partially sighted on the one hand and the partially sighted and normally sighted on the other. There are blind persons with residual sight which is useful, for example, in traffic, and there are partially sighted people, who are no better off in certain situations than many blind persons. The nature and degree of the vision defect are what determine the most suitable method of teaching.

Even though methods of teaching the two groups differ, there are many reasons for dealing with them under one head. They share a common medical basis. There are some who are situated in an area between the two groups; there are others who move from one group to the other. Where their education is concerned, intimate knowledge of the problems of both groups is often essential.

Embossed printing

Teaching the blind in its true sense first began with the age of enlightenment in France in 1784. *Valentin Haüy* did pioneer work in enabling the blind to read by producing books printed in embossed Roman letters.

A vital step forward was made in 1825 with *Louis Braille's* invention of a method of printing using raised dots. The inge-

nious feature of Braille's system is that its signs are liberated from visual shapes and formed solely for the purpose of touch. The system is based on a pattern of six dots arranged in three horizontal pairs one above the other. By varying the number of dots and their arrangement 63 different figures can be formed to indicate letters, contractions of entire words or parts of words.

The Chain

The education of the blind began in Denmark in 1811 under the auspices of a philanthropic society known as *Kjæden* ("The Chain"). The society still exists. Education of the blind continued on this basis until 1858 when, under the first Danish Blind Persons' Act, the State took over the responsibility. The Chain brought its activities to an end by building an Institute for the Blind in Copenhagen and handing it over to the State. The buildings were used as a school for the blind until June 1968, when a new group of buildings was brought into use.

The school in Copenhagen was the only one engaged in this work until 1898, when the State bought a property at Refsnæs, near Kalundborg, and fitted it out as a primary school.

Until a few years ago nearly all blind children were taught at institutions. Before the Second World War only five blind children are known to have been taught at ordinary schools. During the last ten years there has been an enormous growth of interest in teaching the blind in ordinary classes, with the result that so far about one-third of all blind school children have been placed in one way or another in ordinary schools.

The blind child

Teaching a blind child calls for an intimate knowledge of the effect of the disability on the child's development and on the actual educational situation. It is essential for teaching to be made as concrete as possible. The teacher must never assume that the blind child knows anything at all of the things about which he is being taught. Where possible real objects should be available, or failing them realistic models. In the latter case, however, the pupil must be made to realize how the model

differs from the real thing – in size, material, surface texture, smell, etc. Drawings in relief of strictly two-dimensional objects such as maps, geological sections, graphs and diagrams are invaluable.

Since the other senses have to make up for the defective sense of vision, sense training should form part of the training of the blind child throughout its pre-schooling and actual school career. Development of the senses of touch and hearing is vital.

One of the greatest problems for the blind is to find their way about. A well-devised programme therefore includes physical training – emphasizing the importance of a good posture, physical fitness, muscular development, training in co-ordination and the ability to get about without difficulty. The familiar long white stick plays an important part in the programme. Use of the stick according to the established technique will prevent the blind person from walking into things, from falling into holes and trenches, will enable him to walk up and down stairs naturally, and so on.

Aids

It is often said that the solution to blind people's problems is mainly a technical one. Though there may be some exaggeration in this the fact remains that an adequate number of well-thought-out aids are invaluable to the blind and are to some extent essential if they are to manage on their own. Braille has already been mentioned.

Since 1883 all Danish books for the blind have been printed exclusively in Braille. Prior to then they had also been printed in embossed Roman letters. But for many years only a small amount of literature for the blind was available.

According to an annual report of the Institute for the Blind in Copenhagen, the number of works the Institute had in Braille in 1905 was 50. In the late 20s and early 30s the Institute began the systematic printing of works for the blind and the formation of libraries. In 1954 the State Printing Works and Library for the Blind became an independent institution. It is still growing. Today it employs some 50 people, produces and lends out books in both Braille and on tape and also has a department for the sale of aids for the blind. The library now con-

tains some 3000 titles in Braille and 1600 on tape. In addition there are about 700 different text books and 3600 musical works.

The blind can write for the sighted by means of an ordinary typewriter. To write for themselves or other blind people they use a Braille writer. This has seven keys, six of which print the different dots in the basic figure, while the seventh is the space key. The keys can be pressed singly or in groups. Thus each of the 63 signs can be printed at a single stroke. A practised blind operator can attain high speeds.

For arithmetic there are several aids. One is the ancient abacus consisting of beads which are moved along rods in a frame. In practised hands this is both rapid and reliable. Other calculators consist of boards containing various forms of blocks embossed with symbols denoting the figures. The French Board, for example, is a piece of apparatus with cubes faced with the Braille digit symbols.

For geography, physics and biology lessons there are maps, diagrams and drawings in relief.

There are also a number of other aids not only for lessons but also for use in the home: household articles, playing cards, and games such as ludo, chess and draughts, the cards and pieces being provided with symbols the blind can feel so that the sighted and the blind can play together.

Partially sighted children

Special education for partially sighted children started in Denmark at the Refsnæs School and in the borough of Copenhagen in 1922. Århus followed in 1954, Herning in 1962, and Esbjerg in 1965.

Since the partially sighted are taught visually, the problems of teaching them are simpler, other things being equal, than those involving blind children. Nevertheless the problems of the partially sighted should not be under-estimated. The partially sighted occupy an undefined position between the blind and the normally sighted. Often they have difficulty in appreciating the limitations their handicap imposes on them and the potentialities they have. The difference in the limitations be-

tween one partially sighted person and another may be so great that it is often difficult for those dealing with them to grasp the extent of their problems. Many partially sighted children suffer the added uncertainty that the ultimate effect of their eye complaint is not always known, and well or ill-founded anxiety over the possibility of losing their sight often affects them considerably.

The main task of those teaching the partially sighted is to recognize these difficulties and help the individual pupil to overcome them. Like all other children, those visually handicapped can only develop satisfactorily in an atmosphere of security.

The first essential in a well-planned educational programme for partially sighted children is a thorough examination of the pupil by an ophthalmologist and an optician. When these two have done all they can the teachers can set to work.

In planning the programme two main points must be borne in mind, although to achieve the right balance between them is not easy. On the one hand the teaching should as far as possible be the same as for normally sighted children; on the other, special regard must be paid to the visual handicap whenever it seems necessary or desirable to do so. Too much emphasis on the first can subject the child to unnecessary strain. Conversely, too much regard to the handicap can prevent the child from exploiting its potentialities to the full or add to its difficulty in making the transition to normal educational methods.

Where partially sighted children are taught in special classes careful thought should be given to the classroom equipment. The general level of illumination should be good, and there should be individual lighting and shades as required. Blackboards should be non-reflecting, well-lit, and preferably adjustable for height so that pupils can write on them without difficulty (see next page). The room should be large enough for there to be ample space between desks and an area for group activities and manual work of various kinds. The room should be decorated in light, attractive and non-reflecting colours. Furniture should be practical and functional. The tables or desks should be made so that part of the top or lid can be raised to form a reading stand for very short-sighted children. Per-

manent equipment should include a tape-recorder, a disc-player and a slide projector.

Economizing on sight

The trend in Denmark is towards teaching partially sighted children in normal classes, so one must consider what facilities can reasonably be transferred from the special class room to the normal one.

Books for partially sighted children should be printed on white, or slightly tinted, unglazed paper in type which eliminates the possibility of any confusion between letters. The length of the lines and the spacing between them and between the individual letters, etc., should be given careful thought. Pupils who find it easier to read large type should be provided with specially produced books, although such books are only available in limited numbers.

Writing and arithmetic books with lined pages are not necessarily the most suitable. For certain visually handicapped children unlined paper is preferable.

Pupils who find writing difficult should learn to type at an early stage.

Simplified illustrations and maps with well-defined outlines and relatively few details should be available.

Partially sighted childen should be encouraged to use their sight as much as possible, although like normally sighted children they must avoid any strain to their eyes. Many partially sighted children have a low fatigue threshold. They must be taught to economize with their sight and make suitable breaks when necessary. Some of their books could be tape-recorded.

Normally glasses will solve the child's optical difficulties. Nevertheless there will be cases when a magnifying glass would be useful.

Registration

There are about 130 blind school children in Denmark between the ages of 7 and 18. Of these 43 attend normal classes and the rest go to State schools for the blind.

There are also 400 children registered as partially sighted. About 250 of these are taught in normal classes, another 90

attend special classes in primary schools, and the remaining 50 or so are at one or other of the two State boarding schools for the blind and partially sighted.

Registration of the blind is complete, but so far it has proved impossible to register all the partially sighted.

The education of blind children and those with seriously defective vision is covered by the Blind Persons Act of 1956, under which children are required to attend one of the two State boarding schools unless otherwise provided for.

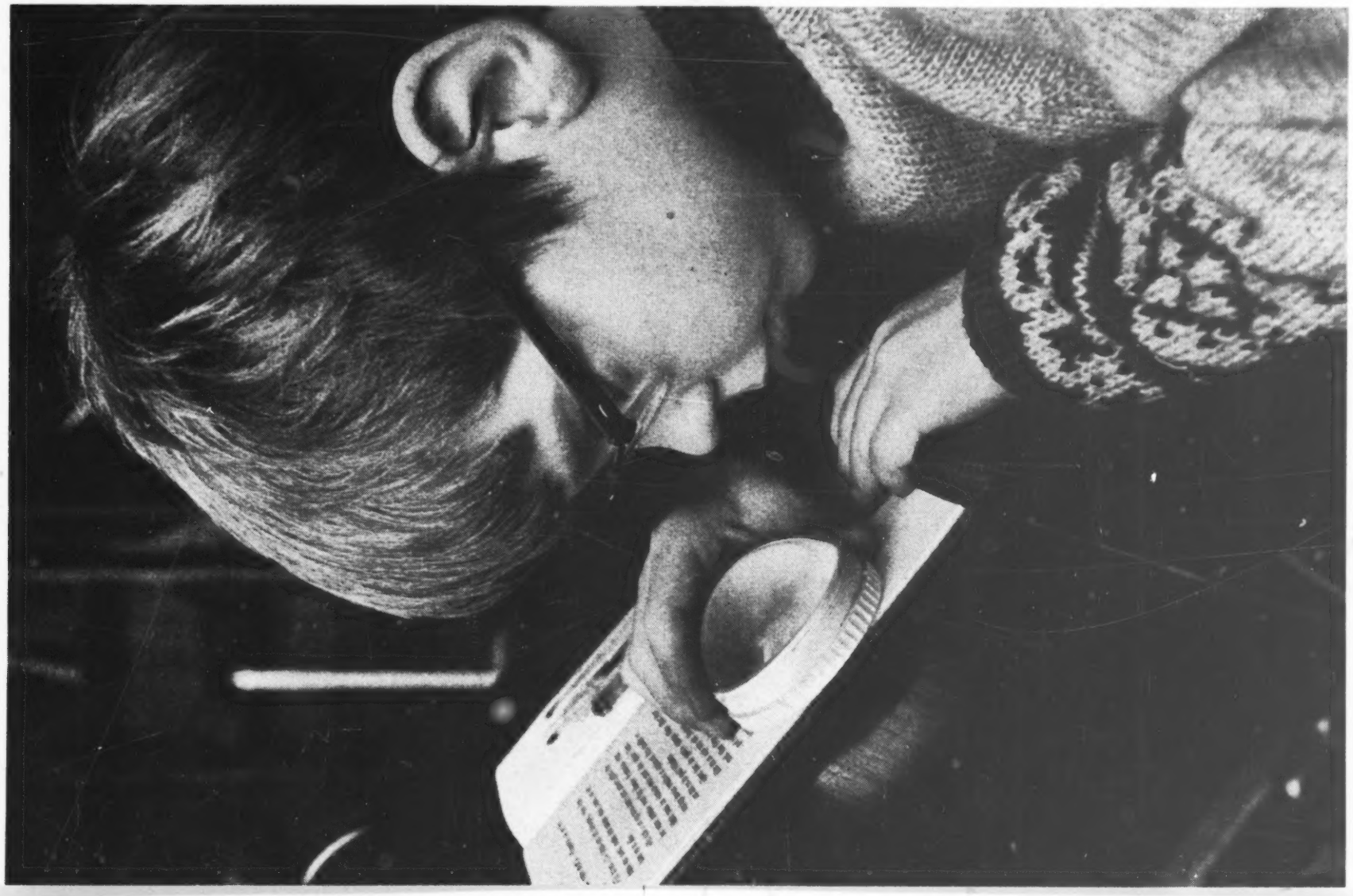
The Government Boarding School for the Blind and Visually Handicapped at Refsnæs, near Kalundborg, has a kindergarten and classes for blind children and those with seriously defective vision up to and including the ninth form. Special classes are arranged for pupils unable to follow the normal class pattern. An equipment laboratory also forms part of the school.

The Government Institute for the Blind and Visually Handicapped in Copenhagen has a youth school, telephone, music, and piano-tuning schools and a rehabilitation section for the newly blinded. There is also an eye clinic and an optical department for aids to poor vision.

The primary schools have a clear duty to provide special educated for the partially sighted, but not for the blind, for whom other arrangements are made. The regulations governing partially sighted children in primary schools are set out in the Primary School Act of 1958, the Ministry of Education's Circular of 4 August 1961, and Report No. 277 (1961) on special education.

Multi-handicaps

Blind and partially sighted children with other disabilities (retarded development, seriously impaired hearing, etc.) often find instruction at a primary school beyond them. The education of these children requires something more than a knowledge of each separate disability and the problems it gives rise to in isolation. A combination of disabilities creates special problems. A blind child with impaired hearing is not simply a blind child that is deaf, but one in a third category whose treatment calls for special psychological and educational research, special education and special equipment.



Teachers' training

A complete programme for training teachers of the blind and partially sighted has yet to be organized, but the Royal Danish College of Education has held its first course for such teachers, and shorter courses and conferences are frequently arranged.

The Northern countries now co-operate over the training of teachers of the blind and partially sighted, the final stage of the training taking place in Sweden.

Teachers with blind and partially sighted children in their normal classes usually have no special qualifications for teaching them. But they have the assistance of the Ministry of Education's consultant for the education of visually handicapped children and of teachers from the State boarding schools. These regularly visit the schools concerned, advising, procuring equipment, giving special lessons, and arranging for special coaching.

It is hoped to develop the School Psychology Advice Service so that it can provide experts in the problems of defective sight at the special centres. Under such an arrangement visually handicapped pupils would be visited more frequently, and there would be a better basis for utilizing the service which is available from the State boarding schools. One or two counties have set up a consultancy service for visually handicapped children.

2

Hearing Handicapped Children

Before the Primary School Act of 1958 and the publication of the Report on Special Education in Primary Schools and the Circulars of 4 August 1961 the absence of regulations requiring school authorities to take care of handicapped children caused great problems to parents.

There were, however, several places where special attention was paid to hearing handicapped children. Three classes for such children were set up in Copenhagen in 1916. Esbjerg followed in 1938, Århus in 1948, and Nykøbing Mors in 1957. In 1942 the Vejle Town Council took over a private school which had been started in 1925. This was run by the local education authority until 1957, when it was transferred to the Ministry of Social Affairs.

The Primary School Act of 1937 mentions special classes for the *hard-of-hearing* as an example of the type of special education which should be provided for children unable to follow normal instruction. The Circular of 1943 required that annual hearing tests should be made of all school children and that classes for partially hearing children should be set up whenever the total number in the local authority primary school classes amounted to 20 or more.

The circular also laid on head teachers the responsibility of ensuring that courses in lip-reading lasting at least 14 days were held at some convenient place in the county. It was this regulation that led to the establishment of the courses for hearing handicapped children mentioned below.

Under the Deaf Persons Act of 27 January 1950, Government hearing centres were set up in Copenhagen, Odense and Århus. These greatly improved the facilities for examining children, and, with better treatment and more hearing aids available, increasing numbers of children were able to follow instruction in ordinary schools.

With the publication of the Report on Special Education in

Primary Schools and the Circulars of 4 August 1961 a great advance was made. The view now is that, whether it is provided in special classes or in some other way, primary school instruction should be adapted to the child's abilities and aptitudes. In short, the primary school is intended for all children, bright or dull, fit or handicapped.

0.5 per cent

Children's hearing is checked annually during the routine medical examination by the school doctor. In most cases the hearing test is carried out by means of an audiometer, a device which can be relied upon to detect any impairment in hearing and enable the child to be referred at an early stage for treatment. The whisper test has proved an unreliable method of discovering all cases in need of treatment. Audiometer tests show that 4–5 per cent of children suffer from impaired hearing requiring treatment or observation. Where the impairment is permanent and within certain limits the children are sent for closer examination to a Government hearing centre or an audiological clinic. Where necessary they are furnished with hearing aids.

The latest reports to the Inspector of Special Education show that about 3000 pupils, or 0.5 per cent of all school children, suffer from impaired hearing to the extent of requiring special education.

1100 school children, or about 0.2 per cent, wear hearing aids, and 300 of these attend special classes for the hard-of-hearing. This means that about 800 children in normal classes use hearing aids, and of these more than half receive regular instruction in lip-reading, auditory training and/or speech correction. The remainder have received no regular auditory training, partly owing to the lack of suitably qualified teachers, partly because instruction has not been deemed necessary. They have, however, been under regular supervision and guidance.

Of the almost 2000 children not wearing hearing aids, 600 have received auditory training and the rest have been under regular supervision and guidance.

Educational assistance

Most counties and boroughs of any size have appointed a speech

and hearing consultant and a number of speech and hearing teachers to organize auditory training. At the moment the primary schools have 76 speech and hearing consultants and about 190 speech and hearing teachers. Most of these are required to do normal teaching plus a certain number of hours of speech comprehension training. At present about 3500 periods of speech and auditory training are held weekly, but the need is probably for 5–6000 hours.

The educational assistance provided takes five forms:

1. *Discussion with the hearing handicapped child's teacher plus necessary instruction of the teacher.*
2. *Instruction and supervision of the pupils.*
3. *Discussion with the hearing handicapped child's parents and guidance for them.*
4. *Special education and coaching to compensate for the disability.*

   Special education includes instruction in lip-reading, auditory training and speech correction.

   Coaching is instruction by teachers of special subjects – the English teacher, for example, might take a child with impaired hearing for individual coaching for two periods a week. 113 pupils received coaching during 1967.
5. *Hearing classes.*

   Hearing handicapped children in a normal class need to concentrate very much more than other children if they are to follow the lessons. Since in most cases they also need extra coaching, lip reading and auditory training, and perhaps speech correction as well, they can easily become so overburdened that they would do better in a special hearing-class.

   The type of class most suited to the child is determined not by the degree of its hearing loss but by a comprehensive assessment of its capabilities and needs. The same applies in deciding whether the child should be placed in a hearing class or under welfare care.

If the child's difficulties are such that it cannot reasonably be educated at a primary school, even in a hearing class, then it can go to one of the State boarding schools.

The determining factors

Three factors determine whether the primary school can take on the responsibility for the child's education:

1. *The standard of the home.*
   If the child can live at home and receive the care and attention it needs the school should be able to manage its education.
2. *Local facilities for treatment.*
   Are there special classes for the hearing handicapped within reasonable distance of the home?

   The idea is to set up special centres for handicapped children in centrally situated towns throughout the country. The counties and boroughs have agreed to take on the responsibility of instituting special classes. Areas covering 40–50,000 school children are of suitable size where hearing handicapped children are concerned. Not all the existing centres have hearing classes, but progress is being made. At present 300 children are receiving instruction in special classes for the hearing handicapped at the centres (0.05 per cent of all school children). Various enquiries indicate that provision should be made for about 500.
3. *The qualifications of the specialist teacher.*
   Special education teacher training is provided at the Royal Danish College of Education and lasts about 1½ years.

   Instruction consists of 1) basic course A, 2) a whole year course, and 3) a period of student teaching from August to October. In addition there are two-month courses for those who teach at the special state schools and centres.

Where these conditions are fulfilled the primary schools can teach handicapped children satisfactorily.

In addition to the facilities already mentioned the Ministry of Education runs courses for hearing handicapped school children. These were started in 1956 on the initiative of the Government hearing centre, Århus, and the Danish Association for Better Hearing, and were taken over by the Ministry of Education in 1961.

Courses are held at three different places, one in each hearing centre district. Altogether about 175 children take part. The courses, which last 14 days, are designed for children with

various special difficulties, possibly mental, possibly over the acceptance of hearing aids, and so on.

The microport

Great efforts are being made to overcome the more serious effects of impaired hearing on the individual child. Hearing aids are constantly improving and so are methods of acoustic amplification in classrooms. One example of classroom acoustic amplification is the microport. The teacher carries a combined microphone and transmitter strung round his neck or in a pocket. His voice is picked up by a receiver, amplified, and fed to a circuit running round the classroom. The child plugs in and hears the teacher's voice in his own hearing aid at a uniform level no matter where the teacher may be. Other systems are also proving effective.

In recent years there has been a growing need for special *Real*-departments for hearing handicapped children. The Government continuation school at Nyborg has a *Real*-department open to children from primary schools. The Herning centre has two *Real*-departments and Frederiksberg opened one in 1968.

The further education of handicapped young persons in and beyond the primary school has long been an acute problem. A report on the subject (No. 494) was published in 1968. In the introduction to the section on hearing handicapped children the report states that the disability must not lead to children being denied the level of education open to children with normal hearing of corresponding ability and aptitude.

This aim can only be achieved by means of a variety of measures: educational and technical assistance, special test and examination rules, occupational guidance, and the advice of youth employment officers specially concerned with handicapped young persons.

We await legislation in these fields. Present developments are straining the capacity of the primary school special education departments to the utmost. But all our experience of the work which is being done for hearing handicapped children and their parents throughout the country confirms our belief that needs will be met – to the benefit of all concerned.

Emotionally and Socially Handicapped Pupils

A number of committees set up by the Ministry of Education and Social Affairs have considered the problems of maladjusted children and young people and how the primary schools could help to solve them.

The report published by the big School Commission of 1919/23 contains a section setting out the primary schools' responsibility in this respect.

The report of the Youth Commission of 1952 emphasizes the importance of "discovering maladjusted children and young people at the earliest possible moment, so that steps may be taken to treat them before disturbances to personality become too great". The report points out that the school has a special responsibility, "since it is the sieve through which all children pass, and the point at which any sign of mal-development can be most systematically determined, provided the teachers are alert to the possibility".

The Educational Guidance for Primary Schools, published in 1960, refers to the need of facilities within the primary school framework for helping maladjusted children. As the pamphlet states, factors of character and environment are often the principal cause of the child's difficulties at school.

The 1961 Report, Special Education in Primary Schools, suggests the setting up of observation schools on the initiative of the local education authorities. In their report of November 1965 the committee appointed by the Ministry of Education to consider measures for the maintenance of discipline in schools agreed wholeheartedly with the Special Education Committee's proposal, particularly in view of the fact that a maladjusted or delinquent child can be a disturbing influence in the school and affect the education of both itself and others. The Committee stressed the importance of extending the work of the School Psychological Services to include all necessary subsidiary institutions, e. g. observation classes and observation colonies.

The extension of compulsory schooling to nine years makes it essential for primary schools to lose no time in improving the mental and physical climate for pupils not only in their eighth and ninth grades but throughout their whole school careers. The report names a number of areas where early preventive measures must be taken, including the observation and treatment of maladjusted children. Apart from the setting up of observation colonies, the report suggests that the idea of giving pupils the opportunity of visiting the school psychologists themselves should be considered, and that "observation instruction" should be instituted at individual schools on the lines of the Swedish "observation clinics".

Right – not duty

While all the commissions recommend that primary schools should make arrangements within their own framework for dealing with the problems of emotionally and socially handicapped pupils, the Ministry of Education's circulars and notices merely point out that local authorities are *entitled* but not *obliged* to make such arrangements (Circular of 4 August 1961, Special Education in Primary Schools, Notice and Circular of 14 June 1967, The Maintenance of Good Discipline in Schools, and Circular of 8 November 1967, Grants towards the Cost of Observation Colonies in Primary Schools).

The fact that primary schools have not so far been obliged by law to act on these suggestions no doubt largely explains why, despite the size of the problem, they have not done more in this respect. The problem has been left to local initiative, which has acted only where the need has been most acute, i. e. mainly in Copenhagen and neighbouring boroughs.

According to a December 1967 survey of information provided by the School Psychological Services, only 26 of these institutions then had special arrangements for dealing with emotionally and socially handicapped pupils. These consisted of observation classes, observation schools, and enlarged School Psychological Services with clinical psychologists, child psychiatrists and social advisers.

Apart from Copenhagen, these facilities with professional specialists on the staff were provided by 7 suburban boroughs,

12 provincial boroughs (including 4 of the country's largest), and 6 county boroughs.

Observation classes

Observation classes, i. e. special classes for emotionally and socially handicapped pupils, were provided only in Copenhagen, in 4 large suburban boroughs and in 2 of the largest provincial boroughs.

A pupil is placed in an observation class with the object of stimulating its emotional and social development so that wherever possible it can return to its former class or be moved to some other ordinary class. The numbers in the observation classes are, therefore, kept very low, and the classes are taken by teachers capable of coping with problem children of various kinds, from the extrovert, noisy and aggressive, to the introvert, inhibited and passive.

Observation schools

At present only 10 observation schools exist. Copenhagen has 3 and the suburban boroughs 4, the remaining 3 being in large provincial boroughs. Only 2 counties have access to observation schools.

Observation schools are local authority boarding schools where emotionally and socially handicapped pupils can stay for a limited period. A stay at an observation school is to be regarded as an extension of the psychological examination carried out at school, the object being: 1. to supplement the knowledge already gained of the pupil's emotional and social development and of the factors which have influenced it or continue to influence it, 2. to try to discover the conditions under which this development can be stimulated, and 3. to report on the information obtained so that it can provide a background for the subsequent education and treatment of the child.

The existing observation schools, all of which work closely with the School Psychological Services, have been run in various different ways dependent on whether the emphasis has been on observation or educational treatment, but at all of them the work is extremely exacting and is often carried out under relatively primitive conditions and with insufficient staff – thus adding to the work load on the individual members of the staff.

A liaison committee between the primary schools and the Child and Youth Welfare Service has just completed a report on the primary school observation schools. This will provide a basis for improving the conditions in most of the existing observation schools and influence the planning of new schools.

Observation clinics

Observation clinics are not intended to provide treatment for emotionally and socially handicapped pupils. Their function must be seen in the light of the Circular of 14 June 1967, which states that exclusion from normal education is "conditional on the pupil receiving special instruction where the school considers it necessary so that exclusion shall not prejudice the pupil's education". The idea is to keep the pupil in the clinic for a short period of observation so that the most suitable long-term arrangements may be determined.

Various alternatives

As regards future arrangements for emotionally and socially handicapped pupils, plans are at present in hand for special education regions throughout the country.

The county boroughs seem to favour observation schools as a means of helping these pupils to overcome their difficulties, while the larger provincial boroughs, and more especially the suburban boroughs of Copenhagen, have more diversified arrangements in mind.

In this, as in all other matter relating to special education, several alternatives should be available. Amendments to legislation affecting special education in primary schools and the school psychological service should provide a range of possibilities – from normal teacher-child-parents-co-operation to aid from the school psychologist, the clinical psychologist, the social adviser, and auxiliary institutions such as observation clinics, observation classes and observation schools.

Mentally Handicapped Children*

Special education for the mentally handicapped was introduced in primary schools around 1900.

But for many years prior to then attention had been given in Copenhagen to children who had difficulty in following normal instruction, and various efforts were made to help them. For several reasons, however, they were not very successful. No proper distinction was drawn between mentally backward children and those who were unable to follow the lessons for other reasons; too many children were taught at the same time; suitable teaching material was not available; and the teachers' working conditions were so unsatisfactory that it was difficult to keep a permanent staff together.

At the same time the staff of the State Welfare Service for the Mentally Handicapped realised that some pupils who found the primary school too difficult were not in need of the kind of help the Service provided.

Backward children

At the end of the 1880s a movement was started for gathering the really backward into special classes where they could receive instruction suited to their abilities. Ideas were ventilated in the daily press and in school journals, the question was discussed in teaching circles, and there was broad agreement on the need for special instruction for backward children. A ministerial commission was appointed to consider the question. In 1891 the borough of Frederiksberg set up "a class for backward and retarded children", and in 1899 special classes with a limited number of pupils in each class were started for backward children.

Children more severely handicapped were taught at Gl. Bakkehus, and those with physical handicaps attended small private

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* Children approximately within IQ range 70–90.

schools. For stammerers the school authorities paid for a "rehabilitation course".

During the 1901 school year three classes for backward children were set up experimentally in Copenhagen.

Each consisted of 15–20 pupils aged 8–11, the children having been referred to these special classes after consultation between the teachers and the school authorities and with the approval of the parents.

In the years immediately following, 2–3 new classes were set up annually. By 1909 the number of classes for mentally handicapped children at different schools had risen to 23.

The teachers were free to adapt the lessons to the children's needs regardless of the normal curriculum. Instruction amounted to 27–30 hours per week, the subjects covered being religion, Danish, arithmetic and writing, plus object lessons. In the senior classes naturally history, geography and some history were also included. The greater part of the time, however, was devoted to Froebel subjects: woodwork, needlework, drawing, singing, gymnastics, games and gardening.

The difficulty was to find teachers prepared to go on teaching in these classes over a period of years. It was therefore decided that where a teacher took mentally handicapped classes for a minimum of 12 hours a week, three hours' teaching would count as four in normal classes. As a result, a permanent staff for this specialized type of teaching was gradually assembled.

The Danish Association of Schools for Backward Children

In 1921 the Danish Association of Schools for Backward Children was founded. According to its report for 1922 there were 36 special classes for backward children with a total of 600 pupils in Copenhagen during the preceding year; there were also schools for backward children in Frederiksberg, Århus and Haderslev, while a similar school had been planned for Odense. It was estimated that 1–1½ per cent of children should be placed in special classes for the backward. Accordingly "schools for backward children should be set up in towns of 15–20,000 inhabitants. In the country, where backward children receive practical instruction by working in the house, on the farm, and in the fields, it is easier for the teacher to cope with them."

In 1935 there were 57 classes for backward children in Copenhagen, with 856 pupils and 83 teachers.

By then several other provincial towns also had classes or schools for backward children. While there was still no legislation covering the special education of these children, the Ministry's report card began to carry a new heading. Under this had to be entered "the number of pupils incapable of benefiting from ordinary instruction and the number taught in special classes for the backward".

Classes for backward children

With the Primary School Act of 18 May 1937 came the first regulation requiring that "where circumstances permit, special education (special classes, classes for hearing handicapped children, etc.) shall be provided for children unable to benefit from normal instruction". This statutory provision was finally to become law on 1 April 1948. On 3 December 1938 the Ministry of Education appointed a committee to investigate the question of instituting special classes in primary schools under this statutory provision, and to consider how instruction in such classes should be organized and what special arrangements should be made for these children where they could not be segregated into special classes but would have to be taught together with other children. The commission published its report in 1943.

In the introduction the report stated that the committee's terms of reference must be interpreted as meaning that it could discuss the cases in which special classes could be set up, but that the drawing up of curricula was outside the scope of the committee. But the committee would deal with the question of special teacher training for teachers of special classes.

During the period 1937–58 the provincial boroughs were those mainly to take advantage of the opportunity provided by the legislation to set up classes for backward children. The 1958 amendment to the Act aimed therefore at ensuring "that every child in need of education, regardless of where it lives, shall have access to a form of instruction adapted to its abilities and aptitudes". The School Inspection Act of 1949 provided for the creation of posts for special education consultants in

counties and provincial boroughs. This, coupled with the 1958 amendment just mentioned, enabled the arrangements for the special education of backward children in primary schools to be fully developed.

The Green Report

On 25 August 1955 the Ministry of Education appointed a committee to "consider the problems of organizing special education for children unable to follow normal primary school instruction, having regard to their transition into employment, with special reference to the instruction provided at schools for backward children and the arrangements desirable for reinforcing the vocational training of mentally handicapped young persons". The committee's report, *Den grønne Betænkning* (The Green Report), was published in 1961 and contained a model timetable and syllabus for schools for backward children, an exhaustive review of the work of counsellors concerned with the vocational placement of backward school leavers, and recommendations for teacher training. The report was followed up by Circulars of 4 August 1961 containing guidance for the organization of special education and providing for the experimental establishment of counsellors for backward school leavers.

Selection

At first backward children had to be selected for special education on the basis of a general assessment of their capacities. The report of a school hygiene investigation into the health of backward children in Copenhagen local authority schools in 1905 stated: "The survey leaves no doubt that sickness, physical disability and bad living conditions were largely responsible for the retarded educational and mental development of these children, and raises the question whether mental disability does not play a subordinate role to physical disability." A later description of the work of a teacher in a school for the backward clearly states that most of the pupils came from economically and socially poor homes. In 1921 pupils regarded as suitable for transfer to classes for the backward were defined as "children from a good home and not obviously abnormal or

delinquent who, after 2 years' instruction, have managed to learn practically nothing, are unable to spell reasonably correctly or to add or subtract with reasonable accuracy within the range of 1–20, and cannot follow a simple story". It was particularly important not to admit "delinquent or severely mentally handicapped children to schools for the backward". The fact that the report required teachers to take part in the care of the children's welfare can be taken as an indication that the pupils were in need of it.

In 1936 the following comments were made on the transfer of children to schools for the backward: "Proper selection is of course vital. An intelligence test should form part of the entrance examination but should not in itself be decisive. Other relevant factors are the attitude of the child, its state of health and any special circumstances. Severely mentally handicapped children should not be admitted, or the classes will be brought into disrepute. Care should also be taken that bright children with special defects are not put in classes for the backward."

The Reports of 1943 and 1961 and the Circular of 4 August 1961 largely follow these guide lines. Meanwhile the social services and the state of children's health had much improved. Nonetheless the selection of backward children for special classes can still give rise to considerable discussion.

Teacher training

Teacher training and working conditions have already been touched upon. At first teacher training consisted of a 14-day course at the institute run by the State Welfare Service for the Mentally Handicapped. Once a regular staff of teachers had been built up at the school for backward children their new colleagues were able to benefit from their experience. The educational material was often produced by the teachers themselves. From the early 20s the importance of teachers being able to give instruction in manual subjects was stressed, and a number underwent courses in speech-therapy. In 1931 the first 4-week course was held at the Royal College of Education. A similar course was held in 1937, but regular special training was not established until later, when arrangements were also made for courses outside Copenhagen.

As already mentioned, it was difficult at first to get teachers to stay with classes for the backward. The work was too exacting, instructional material was scanty, the selection of pupils made the classes difficult to work in, and the condition of the children was such that teachers were obliged to take on the work of social care outside school hours. Since then, as now, education depended on the existence of a permanent staff of suitable teachers capable of standing up to the strain the work entailed over a period of years, a reduction was made in the teaching hours in Copenhagen classes for the backward, three hours being made to equal four of normal teaching. In 1938 the reduction was changed to make four hours equal five, and this now applies throughout the country.

Independent schools or . . .

Should the classes for backward children be in a special independent school or form part of an ordinary one? This is a question which was discussed before backward children's classes were first instituted, and is still being debated. The arguments for and against have remained unchanged. Those in favour of special schools for the backward point out that they give the children a more sheltered environment, that the teachers are equipped to provide the necessary special education, and that the children have more chance of enjoying sympathetic fellow feeling in their own little community. Proponents of integrated education argue that pupils have to be adjusted to society as a whole and that this is most easily done from early childhood, that while these children must be protected they should not be isolated from their companions, and that in the integrated school their teachers have a greater opportunity of teaching other classes. One undeniable advantage of the special schools is that they have their own head teachers and premises. If classes in the regular schools are to do as well for the children they must be up to the same standard.

School and employment

The transition from school to employment has always been a problem for backward children. Guidance for the young person and his home is therefore essential. And teachers themselves

had to be involved if they were not to find some of their former pupils working in unstable conditions which could only result in poverty and poor living conditions for the coming generation. It was this kind of situation which led to the formation in Copenhagen of the "Association of 1915", which arranged for the employment of backward young people. The Association's activities have been modified in the course of time to meet changing conditions. Similar associations were formed in Århus in 1944 and Randers in 1953. In their Green Report of 1961 the committee considers it essential that "all backward young persons should have the advice and help of a counsellor concerned with the placement of backward school leavers available to them", the counsellor being a teacher from a special school who has undertaken the duty. The committee's recommendation that boroughs should be empowered to appoint Counsellors for Backward School Leavers was not adopted, but they were allowed to make experimental appointments. The municipal boroughs are those chiefly to have made such appointments. A survey made in 1967 showed that while 72 per cent of pupils in municipal boroughs had access to counsellors for the backward, the same applied to only 18 per cent of children in country districts.

New problems

The education of backward children has changed a great deal since the turn of the century. Diagnosis has improved, teacher training has been properly organized, equipment has become more freely available – especially in recent years – and there has been a growing appreciation of the fact that the school's obligations do not end with the completion of the period of compulsory education. But many urgent problems still remain to be solved, including the problems of premises and school direction in schools with integrated classes for the backward; the regulations governing the work of counsellors for backward school leavers; the continued lack of educational material, particularly for the older forms; and the lack of research into the education of young children and into improved methods of determining the pupil's potentialities at school and in after life.

Aid – not Welfare

Special primary school education for children unable to benefit adequately from normal schooling owing to speech defects, weak sight, poor hearing, diminished ability or reading difficulties, aims at making learning easier, in an environment where the instruction is adapted to the individual child's situation and disability. The aim is to enable the children to exploit their talents in a way which would otherwise be impossible.

The school does what it can to ease the educational problems of the handicapped. But is enough done at the end of schooling to build on what the school has managed to achieve?

The establishment of a special welfare service for backward children has been discussed, but the idea has gained little support, partly because the mentally backward do not represent a very homogeneous group.

The Youth Commission, in their report, Maladjusted Children (1953), recommended the provision of counsellors for the placement of handicapped school-leavers. The recommendation was warmly supported by the Special Education Committee, which drew up model rules for such counsellors.

The reappearance of these model rules in revised form in the 1968 report, The Participation of Handicapped Young People in Further Education in and beyond the Primary School, means, one must hope, that we are a stage nearer the solution aimed at in the Ministry of Education's Circular, Special Education in Primary Schools, which states:

> "Until general rules can be drawn up to cover the activities of Counsellors for Handicapped School-Leavers, the Ministry will give sympathetic consideration to applications from local authorities for experimental arrangements."

Today some 50 local authorities have counsellors for handicapped school-leavers, and although the conditions under which

they work vary, the main instruction to which they work is the same:

> "The task of the counsellors for handicapped school-leavers is to give backward pupils and their homes advice and aid in their personal affairs during schooling, as schooling ends, and during their transition to employment, and to give them vocational guidance and help in obtaining employment. Similarly the counsellor should help other primary school children and juveniles with special difficulties in so far as they require it and have no counsellor of their own."

The contact the counsellor manages to make with backward pupils and their homes before the end of schooling is often vital in ensuring that, when the time comes for the pupil to leave school, he will be prepared to receive his help. Visits to the children's homes form an important part of the officer's work. But his help should never be forced on the pupil and his home. Counsellors are not probation officers, and they should never appear as such. Their aim is to help the young person to stand on his own feet.

The counsellor takes the top class of the school in vocational guidance, and one of the things this enables him to do is to make contact with the pupils. He organizes visits to factories and establishments and, in co-operation with the vocational guidance consultant, arranges for the pupils to do trainee service. The counsellor visits the pupils during their trainee service, hears how they are getting on, and discusses reults with the pupils and also, perhaps, with their home. This particularly applies to tenth form pupils doing trainee service. These pupils attend school for lessons from 8 o'clock to 11 and then work for an employer at an hourly wage of three kroner until the end of the working day. Both counsellors and schools feel this arrangement to be one that considerably eases the transition of handicapped young people into employment.

The relationship established by the counsellor with employers is invaluable when he needs to arrange for the employment trainee service or training of a pupil. Since, on leaving school, many pupils are immediately employed where they did trainee service, contact between the counsellor and the young

person's place of employment will usually have been established already. Where this is not so, the counsellor will only make contact with the employer if the school-leaver concerned, or his home, wishes him to do so.

The counsellor keeps in contact with the employment exchange as well as with the rehabilitation centre and other institutions which exist to help young people in various ways.

Where a pupil wishes to continue his education – at a continuation school, for example – the counsellor will help by procuring information, making out applications, etc.

The counsellor works closely with the school's youth club and is available in person at the club once a week. There are no fixed rules governing how often the counsellor should contact former pupils, or how long after the end of schooling or up to what age limit he should go on visiting a former pupil. But obviously he will be in closer touch immediately after the end of schooling, when the pupil's difficulties are greatest, than later.

Tragedies averted

Many teachers who have followed the progress and problems of their most heavily handicapped pupils at school with the greatest interest see them pass through the school doors for the last time with anxiety in their hearts. The desire to help them and to avert the kind of human tragedy which has been all too frequent has led to the institution of the counsellor for the placement of backward school-leavers. The counsellor helps to avert such tragedies. And from the point of view of the national economy his efforts, coupled with the special education given to the handicapped, increase the chances of society getting some return on its heavy investment in the education of its weakest members.

The Education of the Sick and Disabled

The first statutory provision requiring local education authorities to provide education for sick children appeared in the Measures for Combating Tuberculosis Act of 12 March 1918. Para 9, section 2 of this Act states:

> "Where it is decided that, owing to the danger of infection, a child must stay away from school, a report should be sent through the education committee to the Local Education Authority, which must then decide how the child concerned can be suitable educated away from school. The necessary cost will be met by the local authority concerned, which will be reimbursed as to 75 per cent by the treasury."

This regulation merely related, however, to children debarred from normal education through the danger of infection. It was not until the Education Act of 18 May 1937 that general rules provided for the education of children who, owing to "delicate health", required "special education". The Act also laid down how the costs were to be shared. Two-thirds of the cost of education both in hospital and at home were to be borne by the local authority in whose area the home was situated, and one-third by the local authority school fund, which would obtain a refund of 50 per cent from the treasury.

Although this distribution of costs was hardly likely to stimulate local initiative, lessons were none the less arranged at one or two of the larger hospitals and were also given occasionally in the home, the number of hours involved, however, being well below what was desirable.

These particular provisions of the 1937 Act remained unchanged by the Education Amendment Act of 1958. Developments in the education of sick and disabled children first came with the Act of 16 June 1962. This established a new principle, namely that the local authority's duty to provide such education

would not be confined to children of compulsory school age. The Act made generous financial provision for local authorities, grants being made through the local authority school fund to cover teachers' salaries as laid down in paragraph 44 of the Teachers' Salaries Act. This means that in this respect the education of the sick is on the same footing as ordinary primary school education.

A ministerial circular of 4 February 1965 fills in a number of important details, thus leaving no doubt about how and on whose responsibility the education shall be provided.

Education in hospital

As already mentioned, education was being provided at a number of hospitals prior to 1962. One was at Odense, while in the county of Randers a system administered by the county school psychologist had been instituted in 1955. Since the issue of the February 1965 Circular a large number of local education authorities have introduced hospital education into their curriculum and in many cases have taken over responsibility for the education provided at treatment centres, such as the coastal sanatoria run by the National Association for the Prevention of Tuberculosis.

A few of the larger boroughs have set aside a fixed number of hours each week for this type of education, specially interested teachers being appointed to carry it out. The arrangement has worked well; it gives the teachers the feeling of being associated with the institution and thus of having the chance of co-operating beneficially with the doctors and nursing staff. Practical arrangements for bringing children into the scheme are easily made, and children in hospital need seldom go without education for any great length of time.

At smaller hospitals, where children need lessons only occasionally, arrangements are made on an *ad hoc* basis. Hospitals are showing increasing interest in having their young patients taught. It is gradually becoming the practice for the hospital to notify the chief school psychologist when child patients are well enough to begin lessons, and the necessary arrangements are made by him.

The type of pupil has changed considerably. Two groups

which once predominated, TB and polio patients, have happily almost disappeared now, but they have been replaced by others. One example is provided by psychotic and near-psychotic children. The teaching of these children has been increasingly left to local authority initiative. Being such an exacting form of teaching, and one which can be carried out individually or in small groups, it employs a relatively large teaching force.

The statistics of hospital education are incomplete, but certain figures show that during the 1966–67 school year lessons were given in more than 70 hospitals and treatment centres, the number of pupils in 63 of these being 1890.

Lessons at home

The onus of organizing lessons in the home is on the school. When a child has been sick for 18 consecutive school days the head-teacher asks the parents if they would like the child to have lessons at home. If they agree he makes the necessary arrangements.

In cases of serious illness lessons at home can be a useful morale booster to the child and naturally make it easier for him to settle back into class once more on return to school. With a chronically sick child, however, such lessons are no substitute for the companionship of children of the same age, with all that that means to a child's development. Sometimes, however, the child can attend occasional periods at school and take part in special arrangements, school cinema shows, and so on.

The figures (partially incomplete) for lessons at home during the 1966–67 school year are:

	Number of pupils
County boroughs	42
Provincial boroughs	120
Copenhagen boroughs	64
Total	226

One per thousand

As part of an enquiry into the number of physically handicapped pupils attending primary schools the Inspectorate of Special Education sent a questionnaire to School Psychological

Services in 1966. Areas with a total of about 388,000 pupils, equal to two-thirds of all pupils, reported 388 physically handicapped pupils, or one per thousand. These children were being taught under the following arrangements:

	Number of pupils
Ordinary classes	225
Ordinary classes plus suplementary teaching	49
Special classes at ordinary schools	88
Special schools	10
Lessons at home	7
No information	5

The figures show that about 70 per cent of physically handicapped primary school children are able to follow lessons in ordinary classes. Modern school buildings have enabled schools to deal with these children more easily. Larger education authorities can often ensure their physically handicapped children normal primary school education by transferring them to a modern single storey school outside the child's own locality.

Guidance

The special needs of physically handicapped children which should be catered for in the design of new schools are set out in a pamphlet published in 1965 by the Housing Committee for the Physically Handicapped entitled *Tekniske Retningslinier vedrørende Byggeri tjenende Undervisningsformål* (Technical guidance in the construction of buildings for educational purposes). Transport to and from school is essential for many physically handicapped children. Guidance in the provision of this is given in the 1965 Circular, section 2. Physically handicapped grammar school pupils are provided with free transport irrespective of the distance involved (Ministry of Education Circular of 14 July 1967).

The education of physically handicapped pupils often calls for special equipment, some of which can be quite expensive, e. g. electric typewriters. Such equipment is provided when necessary. But aids which the pupils needs to have constantly must be obtained from the Rehabilitation Centre.

If you can't write perhaps you can type.

26 classes

The creation of Education Centres for the Severely Handicapped has enabled the primary school system to deal with the problem of teaching physically handicapped children, many of whom would otherwise have to spend their school years away from home. The first primary school class for physically handicapped children was started at Herning in 1961. In 1968 there were 26 such classes at Educational Centres with a total of some 130 pupils. Classes are also provided by other schools.

Experience has shown that instruction can only be effective if the numbers in such classes are kept to a maximum of about 6. Such small groups can easily become sterile, but this can be avoided to some extent by letting the pupils attend normal classes occasionally. When the time comes for the pupils to seek employment, close co-operation with the Rehabilitation Centre is essential and is greatly valued by the school. The pupils must be advised of any opportunities for further education which may be open to them, and the Spare Time Education Act of 6 June 1968 resulted in considerable advances in this field.

In short, the education of the sick and disabled has made notable progress since the issue of the 1965 Circular. But certain problems remain, in particular the need for more suitable class rooms in hospitals and for an extension of the system to include grammar school pupils and those on courses who find themselves in hospital.

Special Education in Youth Schools and in the Spare-Time Education of Adults

The 1961 Green Report on primary school special education repeatedly refers to the opportunities provided by Youth Schools for continued primary school special education and to the desirability of their doing so.

Existing legislation on youth schools and evening classes, etc., provides for classes with an average of no more than four pupils where special categories of children needing instruction in small groups are concerned.

Although there are no special regulations providing for continued special education within the framework of the youth schools and evening classes, a considerable expansion has taken place in this field in recent years.

Youth school statistics for 1966–69 are as follows:

	No. of groups	No. of periods	Pupils Boys	Girls	Total
1699/67	121	6,899	606	284	890
1967/68	174	12,514	922	422	1,344
1968/69	230	14,316	1,264	712	1,976
By subjects (1968/69):					
Danish	80	5,546	322	197	519
Danish/arithmetic	114	6,698	781	408	1,189
Arithmetic	36	2,072	161	107	268

Enrolment in the Youth Schools Special Education classes can be the result of an application by the parents or a recommendation from the employer or the primary school teacher. But in

most cases it will have been on the initiative of the young person concerned. On leaving the primary school the school leaver has probably felt the need of better knowledge of Danish and arithmetic if he is not to be at a disadvantage at work. The Youth Schools must therefore carry on where the primary schools left off, but using different educational materials and methods.

There is always the possibility of the pupil doing better under a new teacher, particularly one with a different approach and conscious of the problems of childhood and adolescence. Once he has sized up the situation such a teacher can concentrate on the special difficulties involved, using teaching material adjusted to 14-18-year-olds and relevant to the pupil's type of employment. The teacher must therefore have details of the pupil's earlier performance, while knowledge of the pupil's job will enable individual teaching material to be prepared.

Instruction is voluntary and can end whenever the pupil wishes. But in fact the rate of attendance for this type of special education is better than for any other.

The figures for evening classes in 1967–68 are:

	No. of schools	No. of groups	No. of periods	Pupils Men	Women	Total
Danish	44	81	4,184	333	295	628
Danish/arithmetic	3	3	210	18	13	31
Arithmetic	5	5	264	28	16	44
English	1	1	55	4	7	11
Reading Braille						
Writing Braille	2	3	80	11	10	21
Gymnastics for the blind	1	1	20	No information		
Dressmaking for the handicapped	1	1	30	No information		
	57	95	4,443	394	341	735

New concepts

The new Spare Time Education Act, which came into force on 1 August 1969, contains a number of new concepts about special education, of which the following deserve mention:

Special education is referred to as a special branch of education both in Youth Schools and in the field of adult education.

Special education must be provided whenever 2 pupils apply for it.

Particularly favourable rules govern the provision of transport for handicapped pupils.

Special qualifications are required of the teachers.

A 20 per cent supplement is added to the teacher's normal hourly rate of pay.

Grants can be made towards the cost of special material for special education.

Grants are made to cover the cost of necessary school-psychological advice in connection with special education.

Special education in Youth Schools and in spare time classes for adults will be approved for the following categories of handicapped persons: backward readers, the physically handicapped, the deaf and partially hearing, the blind and partially seeing, sufferers from speech defects, the emotionally disturbed and the maladjusted.

Cases of doubt over whether a person is entitled to a certain form of special education are decided by the County Youth Tribunal after it has heard expert evidence on the need of special education in the particular case.

Special education can be arranged in two forms:

As education directly aimed at relieving the handicap; or as education arranged with due regard to the individual's handicap.

Education arranged with due regard to the individual handicap might therefore be education which in other respects could come under other departments of the Youth School and spare time education service for adults, e. g. instruction for a particular test, or a vocational training course.

A post of Consultant

The new regulations relating to further special education have been partly inspired by the work of a committee concerned with the participation of handicapped young people in further education in and beyond the primary school.

In their report, published in 1968, this committee recommended the creation of a post of special education consultant. In connection with the Inspectorate of Special Education this consultant would assist in the development of the further education for young people and adults envisaged by the recently amended regulations.

The Education of Severely Mentally Handicapped Children*

The education of severely mentally handicapped children means something more than giving them just the barest elements of schooling. The teacher's aim is to stimulate mental activity in the child; and so, by a process of observation, analysis and deduction, he determines how best to built on the residual abilities and interests in the child. But pupils are so varied that the teacher will perhaps encounter certain types no more than once or twice in his whole career. This means that the teaching of severely mentally handicapped children can never become a matter of routine, although a methodical system of observing a child and of working with a group can, of course, be achieved.

Schools for the severely mentally handicapped are given educational guidance and have a syllabus and timetable. There are lessons in such subjects as Danish and arithmetic, a number of specialized methods being employed. The children must feel that they are learning just as others do. But lessons in the various subjects are also a means of tackling the actual disability, the disability being in fact a deficit in learning ability and in the capacity to make use of what is eventually learned.

Such teaching is hard work, both physically and mentally, demanding theoretical knowledge of teaching and a combination of talents in the teacher, but it can be extremely rewarding. Even the most severely handicapped can learn something, and often more than is generally imagined.

Some of the children who are taught today would have been considered unteachable no more than 7–8 years ago. Training schools and nursery schools for children with an IQ of under 50 have to spend years enabling such children to grasp an idea, in giving them sense training so that they can help themselves, and

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* Children approximately within IQ range 40–70.

in making them receptive to school teaching. The teacher penetrates step by step into the closed world of the spastic child. All this must be achieved through play and other enjoyable teaching methods, and with a clear knowledge in the teacher's mind of the psychological laws which affect development.

The education of mentally handicapped children covers, therefore, not merely the educationally sub-normal (IQ 50-75) but all children below the level of the school for backward children. In addition to being of sub-normal intelligence these children often suffer from a number of other disabilities which impede their education: defective hearing, motor disability, and so on, while there are a large number who suffer the emotional disturbance common to most handicapped children of feeling different from normal children.

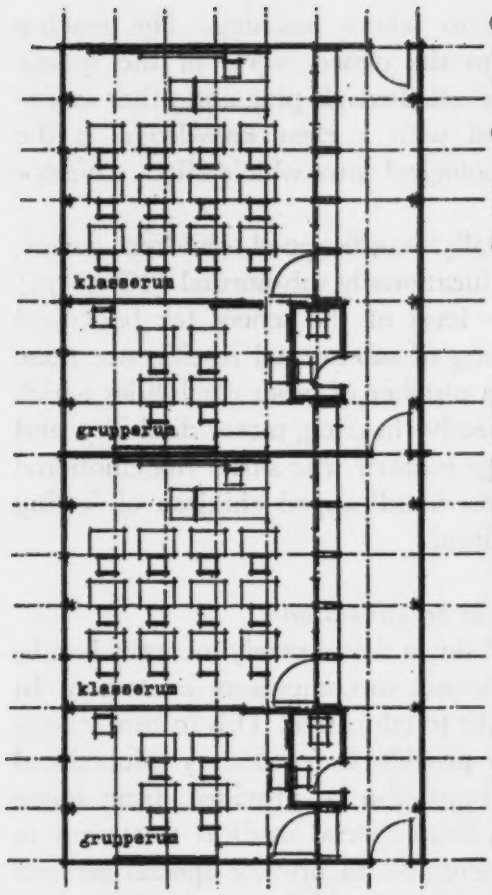
The right to education

The Act of 5 June 1959 laid down that severely mentally handicapped children are also subject to compulsory education. In other words they have a right to education. This in turn means that society has a duty to provide the necessary educational facilities. Welfare services must also be provided, from home guidance to financial help, from special medical treatment to social guidance, plus the readiness to provide special services throughout the individual's life, of which actual schooling is only a small part.

School buildings

The provision of suitable school buildings to meet the requirements of the Act for pupils right up to the age of 21 was a considerable undertaking, and it had to be done quickly. To make amends for past neglect it was decided to erect 32 system-built schools varying in type from 4 til 16-class units. The plans were prepared in 1960 and put into effect by an Act of 16 June 1962.

Close association between teachers and the architects, Ejlers and Graversen, resulted in the principle being adopted of giving each class its own entrance and group room in addition to its own classroom (fig. 1). The classroom is the nucleus of the



Classroom block for two classes each with its own group room and lavatory. The rooms are separated from the corridor by cupboards. The classroom block is the basic unit in the building scheme and is available in 11 variations suited to various purposes.

Meaning of signs: K = classroom block. S = woodwork room and school kitchen. V = workshop block for manual work of a more vocational kind. G and L = gymnasiums. A = office, teachers' common room, doctor, etc. B = head teacher's and porter's residences.

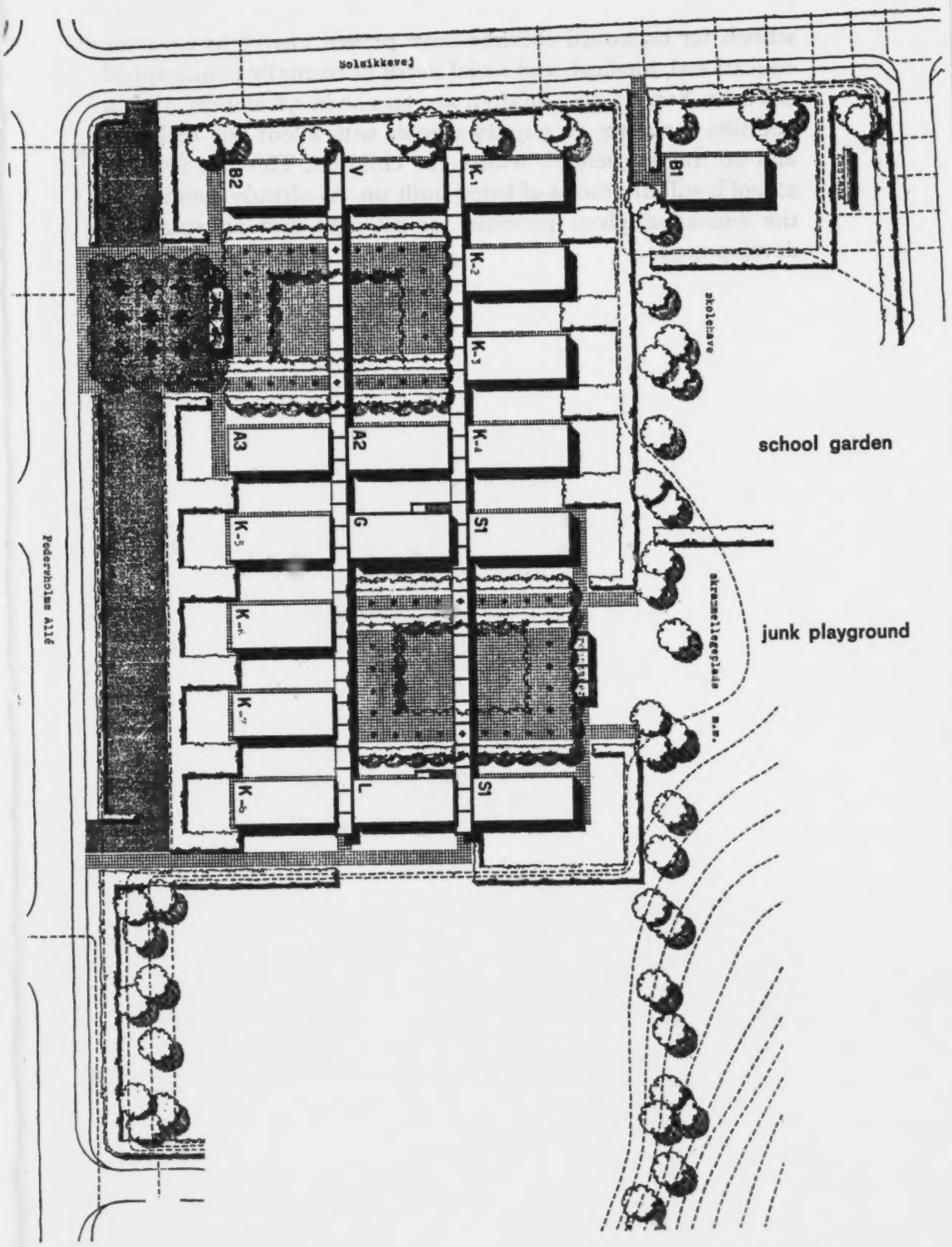
The blocks are arranged so that a 16-class school can be run as two independent 8-class schools. The open spaces can be used for various purposes – from quiet sun traps to playgrounds. A sheltered bus stop for the school buses is provided.

system and each group can have its own outdoor area if required. Play areas can be arranged with sections for quiet activities, for normal games, and for more strenuous activities.

Large schools were planned in 1962 as 8-class schools. These can be used, if the teachers so wish, as 2 smaller schools, e. g. one for young and one for older children (fig. 2). The principle followed was that the building should not commit the teachers to any given form but provide a framework for further progress in teaching methods.

One unit

Finally some statistics: nowadays the State Welfare Service for the Mentally Handicapped receives a large percentage of its pupils from the primary school system, since the system's


Solsikkevej
B2
V
K-1
K-2
K-3
K-4
B1
A3
A2
G
S1
K-5
K-6
K-7
K-8
L
S1
skoletrae
school garden
junk playground
Pedersholms Allé

schools for backward children have proved unable to meet the educational, medical, and social needs of mentally handicapped children. Some 3,200 children are taught in 51 schools, and in addition there are 30 nursery schools with about 600 children, and 26 training schools with 2,200 children. This last form of school is still in process of being built up. As already mentioned, the education given provides for all ages and all stages of development.

Premises for Special Education

If the conditions under which special education is provided are to narrow rather than widen the gulf between the educational facilities available to the handicapped and the non-handicapped, special education must be given a privileged position. For this to be possible, needs must first be analyzed, regional plans must then be drawn up and a system of quotas established under which the necessary funds and building permits are made available.

Special education cannot be organized on a local government basis. Planning must extend beyond local government boundaries. Far greater interest should be shown in making suitable arrangements for the education of handicapped children and in co-ordinating central and local government investments in this field than – to judge by results – has so far been the case.

Questions relating to the most suitable type of school building for handicapped children can be divided into three categories.

The first category will merely be mentioned. It embraces the analysis of needs, and subsequent planning and research on a national level.

Whenever a new school is built, consideration should be given to the various ways in which the school could play an efficient part in a co-ordinated educational system for the handicapped. Local primary school education committees must feel that they share the responsibility for the primary school education of all handicapped children. But however aware of the problems they may be, they will be unable to appreciate all the needs or how the arrangements of their own council fit into the total picture.

The second category of questions concerns the consideration which should be given to the needs of handicapped children in school buildings in general. Some results of the experience gained and the consideration given to the problem are set out below.

The third category deals with special premises provided for special classes at ordinary schools and special schools. This last category is dealt with in the section immediately following.

Provision for Handicapped Pupils in Normal Schools

The extra cost of making normal schools suitable for the handicapped is small. Much depends on the consideration given to the problems involved at the initial planning stage. Subsequent shortcomings are usually the result of an unwillingness to make use of available educational expertise. This is all the more unfortunate since consideration for the needs of the handicapped usually leads to the school being more practical for the non-handicapped as well. Non-handicapped children are in fact being deprived of the benefit of the experience and knowledge gained from the special education of the handicapped.

Acoustics

Acoustics affect the operational efficiency of a school. The reverberation time and noise level of classrooms affect the comprehension of all children – not merely the handicapped. This is true even although the educational problems caused by poor acoustics are most easily investigated when they result in almost total loss of comprehension.

The Ministry of Housing's building regulations of 1 April 1966 require a normal class room to have a reverberation time of between 0.6 and 1 second in the frequency range of 125–2,000 Hz.

In its report of 1968 on the further education of the handicapped, the Ministry of Education Committee recommends that all classrooms in which hearing handicapped children are among those taught should be brought up to this standard and that classrooms used for hearing classes should be above the standard. Since most normal classes contain pupils with some degree of hearing loss the standard should apply to all classrooms.

Pupils with impaired hearing can usually comprehend more readily when they can see the person speaking. It is an advantage, therefore, to site the teacher's desk away from the windows so that the pupils do not look towards the light as they listen to the teacher.

In May 1965 the Buildings Committee for the Physically Handicapped appointed by the organizations for the disabled and for combating disease published a pamphlet containing guidance on the construction of schools for handicapped pupils. Among the points it made were the following:

At least one of the school entrances should be at ground level and accessible from the street without pupils having to negotiate a curb or other obstacle. Where this is impossible a gently sloping ramp should be provided. It is important that the ramp should be fixed, and, if it is more than 6 metres (21 feet) long, it should have an intermediate, level landing.

Doors should be at least 90 cm (36 inches) wide to take wheel chairs. Door sills should as far as possible be avoided. Door-handles to be in easy reach should be no higher than 105 cm (41 inches) above the floor. On the side the door opens there should be an unobstructed area of at least 170×150 cm (67×59 inches).

Where steps cannot be avoided the height of each step should be no more than 14 cm (5½ inches). Hand-rails should be at a height of about 70 cm (27½ inches) and preferably provided on both sides of the steps. The hand-rail should be formed to provide a firm grip for the hand. A round handrail of 4.5–5 cm (1¾–2 inches) in diameter is recommended.

In schools on more than one floor there should be a lift. The width of the door opening should be 150 cm (59 inches). The door should open to its full width and have a stop device capable of being operated by the physically handicapped to hold it open. If the door shuts automatically it should remain open for at least 6 seconds. When the lift stops its floor should be level with the floor outside. The operating buttons should be no higher than 130 cm (51 inches). Handrails along the sides of the lift are desirable.

There should be at least one WC suitable for use by the physically handicapped and fitted with the latest aids.

For pupils in wheel-chairs, one lavatory pan should be at least 100 cm wide and 150 cm deep (39 and 59 inches). Sliding doors are suitable. Ordinary doors should open outwards and be capable of being unlocked from either side.

Washbasins should be fitted to provide space for a helper beside the handicapped pupil. The lavatory seat should be 45–50 cm (17½–20 inches) above the floor. The height of washbasins, soap holder, towel and mirror should be such that they can be used by pupils with various forms of disability. Indoor lavatories are obviously preferable.

Wardrobes, coin box telephones, etc. should be fitted so that they can be reached by pupils in wheel chairs – normally a maximum of 140 cm. (55 inches) above the floor.

Aids

Audiovisual aids are of particular value to pupils who have difficulty in learning. There are also a number of electrical, optical and hearing aids which can relieve physical disabilities and enable a handicapped child to stay in an ordinary class. Some of these require special equipment, provision for which should be made when the classroom is under construction.

Electric typewriters, tape recorders and other apparatus need special tables measuring at least 60×70 cm (23×28 inches) and considerable cupboard space.

Individual instruction with different activities going on simultaneously in classes where handicapped and normal children are integrated emphasizes the need for large classrooms. An ordinary classroom in which one or more handicapped children can be expected should have an area of at least 60–70 sq.m. (650–760 sq.ft.).

A New Zealand experiment

Professor D. M. C. Dale, of Auckland, New Zealand, describes in his book *Deaf Children at Home and at School,* (1967), experiments with rooms specially equipped for the integration of severely handicapped children into normal classes.

Under the system hearing handicapped pupils are members of an ordinary class which, when required, has two teachers. Adjoining the classroom are group rooms where hearing-retarded pupils can be taught separately when necessary.

The functions of the classroom

Rooms for traditional forms of extra teaching are described in a report of 1961 on guidance for teaching in primary schools*. This visualizes an area of about 30 sq.m. (323 sq.ft.) for each row of desks in the classroom.

Experience has shown that extra teaching varies in character and scope with each individual handicapped pupil, so that on practical grounds the specially qualified teacher should be on hand in the special classroom for as much of the teaching time as possible. This means that as a rule only one specially qualified teacher – or possibly two working in co-operation – will be able to utilize one special classroom.

Special inducation involves so many different activities that it is not enough for a teacher of handicapped children to have the use of the classroom merely for lessons according to the timetable. The room must also be available as a work room, for setting up fresh teaching aids for each lesson, for discussions with parents, colleagues and professional advisers, and for writing up files and reports. These activities can occupy the room for periods equivalent to the time during which it is used for teaching, and should be taken into account when the room is furnished and equipped. What is in fact required is a room for teaching, meetings, and office work.

A list of necessary equipment drawn up by the Royal Ecclesiastical and Educational Department of Norway is worth quoting:

"A desk large enough for pupils' report books, four adjustable desks, a round table for group discussions, cupboards, shelves with a suitable selection of books, a combined wall blackboard and notice board, an articulation mirror, a language master, an overhead projector, and special teaching material for Norwegian and arithmetic.

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* Report nr. 297, 1961.

"The speech and ear-training room will also need a couch for the treatment of pupils, an audiometer, indicators, a tape-recorder and a 16 mm projector."

Such lists of equipment not only convey an idea of the functions of the room but also provide a basis for planning its lay-out at the design stage.

In view of the special education teacher's need to have use of the room outside teaching periods, more special education rooms will be needed than was visualized in 1960 when the report on special education in primary schools was first drawn up.

While one teacher cannot easily use both the adjoining group room and the classroom at the same time, more group rooms than have so far been built would be of great value to schools in their work with handicapped children. Where a system based on the employment of two teachers in vizualized and can be managed, the provision of suitably equipped group rooms adjoining the classroom would be appropriate. But where children are mainly referred for supplementary teaching for short periods, the more clinic-like form employing a teacher specially qualified to teach those suffering from a particular disability and provided with his own classroom would be preferable.

Desirable Features in Education Centres for the Severely Handicapped

In May 1967 the Copenhagen boroughs appointed a planning committee to investigate the need for special education for handicapped children and the possibility of establishing an education centre in the county of Copenhagen. The committee's analysis shows that five pupils in every thousand could be classified as severely handicapped and in need of special classes. By 1975 education centres capable of providing education for about 500 pupils should be established within the county.

One of the subjects dealt with by the committee in its report was the equipment of classrooms. Mr. J. Bäck, chairman of the committee, describes the committee's conclusions as follows:

> "The ideal requirements set out were formulated without teachers or other experts in the field being in any way extravagant in their demands. All the committee has done is to try and comply with the recommendations, which would enable the centres to meet the demands likely to be made on them. Centres with a warm and friendly atmosphere, with facilities for all kinds of activities and all manner of technical aids, will be able to provide education capable of compensating in the widest meaning of the term for the children's disabilities."

The following summary of the committee's reports on the equipment of classrooms for speech handicapped, hearing handicapped, and visually handicapped pupils shows that the committee favours classrooms with an area of about 60 sq.m., (645 sq.ft.), although it would prefer the area to be at least 70 sq.m. (755 sq.ft.), and for physically handicapped children 80 sq.m. (860 sq.ft.).

SPEECH CLASSES

1. Structure:

Each class should consist of a different age group and have not more than 10 pupils.

At fully developed centres classes should be provided for years 1–4.

2. The main classroom:

To provide for the activities desirable for those needing this form of special education a classroom about 60 sq.m. (645 sq.ft.) in area is required. Partitions and room-dividers could then separate off space for activities necessitating segregation from the rest of the group, e. g. for pupils who have difficulty in concentrating, for individual activities which would interfere with other instruction, and so on.

A W. C. adjoining the classrooms is desirable.

The various audiovisual aids require the provision of an adequate number of electric points. Leads from the ceiling (on runners) are preferable to loose leads on the floor.

An adequate number of shelves and cupboards for storing apparatus and equipment is essential.

In the activities section there should be space for a fixed worktable, a carpenter's bench and a sand table.

The "quiet" section should have gymnasium bars, curtain screens and space for a couch.

In the teaching section there should be space for arranging the pupil's desks in various ways (in parallel rows, in a horseshoe, a semicircle, a group, and made to form a discussion table.)

Both speech and hearing classes should be provided in newly built schools, where the optimum acoustics and air-conditioning essential to efficient instruction can be obtained. The reverberation time should be 0.5–0.6 seconds in all rooms (and also in the corridors and integrated classrooms). Floors should be soft (of carpets or vinyl).

Rooms should face north, with ideal artificial lighting conditions. The air-conditioning apparatus should be silenced and the building generally should be quiet.

3. Furniture and fittings:
Individual desks with isolating flaps.
Cupboards and shelves, with a shelf for periodicals.
Work benches, fixed and movable.
Sand table on wheels.
Blackboard, flannel board and notice board.
Rack of tools.
Carpenter's bench and vice.
Wash basin.
Large desk for the teacher.
Box of maps containing maps of Denmark, Europe and the world.
Film screen and overhead projector.
Gymnasium bars and couch.
Various extra chairs and stools
(See diagram).

4. Technical aids:
All speech classes should have the following apparatus:
2 tape recorders with remote control, earphones and microhones.
2 language masters with earphones.
1 record player.
2 audiometers.
1 electric typewriter (if necessary with the special keyboard obtainable from the Special Equipment Laboratory, Herning). Where the speech classes include physically handicapped pupils, each should be provided if necessary with an electric typewriter.
1 epidiascope with daylight screen.
1 overhead projector.

Closed circuit TV will probably be available in the foreseeable future, so due regard should be paid to its requirements in fitting out the speech classes. Facilities for a receiver in each class and a single playback source would probably be required.

5. Teaching equipment:
The committee considers the following teaching equipment to be essential in each speech class:

Percussion instruments (drums, tambourines, xylophones, etc.).
A puppet theatre.
3 copies of Jytte Jordal, *Jeg taler og læser,* (I speak and read).

As regards further equipment it would be impractical to lay down hard and fast rules, but there should be funds to meet the special requirements of individual teachers.

The committee estimates that kr. 300.– (£15–16) per year per pupil would be an adequate sum.

To meet the cost of stationary for tests and daily reports the committee suggests a provisional sum of kr. 500.– (about £28) annually.

6. General:

The committee considers a speech correction room to every 3 speech classes an essential requirement. The room should be large enough to contain the following equipment:

Couch
Desks
Various chairs
Cupboards and shelves

It should also have the following technical equipment:

Tape-recorder and microphone
Extra audiometers
Various teaching material

Where speech and ear-training classes are situated in the same school these rooms could be equipped with a full quota of technical apparatus, including an articulation amplifier with stress indicator and oscillograph.

Under this arrangement the speech classes would have at their disposal a fully equipped room for audiometry.

In view of the advanced technical equipment the education centres can be expected to use, the creation of the post of technical assistant capable of operating and maintaining the apparatus should be considered.

HEARING CLASSES

1. Structure:
A constant stream of pupils can be expected from the first form to the last. The number in class should be between 4 and 8, according to the degree of disability and need.

2. Main class room:
As for speech classes.

3. Furniture and fittings:
As for speech classes.

4. Technical Aids:
I. In all classes:
1 tape recorder
1 or 2 Language Masters
1 overhead projector
1 slide projector (automatic)
1 epidiascope
1 set 8 mm film
1 disc player
1 amplifier
Loud speakers
All the sound-reproducing equipment should, if possible, be stereophonic.
II. Not in all classes:
16 mm projector
Closed circuits (e. g. for microports)

5. Funds for expendable equipment:
a) an initial sum, b) 300 kr. (£ 17) annually per pupil, c) test material, etc., d) sums for film stock, gramophone records, batteries and magnetic tapes.

6. Electro-acoustic test equipment:
The centre will require a speech audiometer and a speech unit with freefield sound in a special audiometer room. This should be connected to a soundproof cubicle, which could also be used for making tape-recordings for the voice archives. A high quality tape-recorder should therefore form part of the permanent equipment of the room.

7. *Integrated teaching*

A suitable number of microports or similar equipment are necessary to provide adequate hearing aid (Post Office permission required). Speech instruction would be given in the school speech laboratory.

8. *Articulation and ear-training room:*

Furniture and fittings:
Cupboards, shelves, couch, worktables, chairs.
Technical equipment:
Articulation amplifier with lamps and mirrors.
Stress and sound indicator.
Amplifying equipment for ear-training with several loud speakers (a speech-unit would be preferable owing to its ease of operation and programme change).

9. *Closed circuit TV: see Speech Classes.*

SIGHT CLASSES

The basic equipment of these classrooms should provide for the largest group, i. e. the partially sighted. Extra equipment should be specially obtained for blind pupils.

Special classrooms at ordinary schools taking children in this special group may be expected to have been equipped with their needs in mind in such matters as lighting, blackboards, etc.

1. *Situation:*

Quiet but not isolated, near the playground and, if possible, close to an enclosed garden.

2. *Area, etc.:*

About 60–70 sq.m. (615–750 sq.ft.), with movable furniture, a group room specially sound-proofed, WC and wash-basin and cloakroom with space for satchels and cases.

3. *Lighting:*

Preferably overhead; windows facing south should be avoided; blackout curtains (grey plastic), attractively coloured curtains, screening. Diffused room lighting by incandescent lamps, max. 450 lux, separate switches and dimmers. Lamp bulbs non-heating. Desks individually lighted with the lead from the ceil-

ing (where possible on runners). Adjustable lamps (non heating), with dimmer switch and rectangular lamps with fluorescent tubes (with phase displacement) for close work. Blackboards well and uniformly lit over the whole surface, non-reflecting.

Lighting will depend to some extent on the colouring of the room, which should be attractive and non-reflecting.

The lamps should be arranged to provide illumination of constant intensity from windows to wall.

4. Blackboards:
Fixed blackboards (about 120 cm × 6 m (4 ft × 20 ft) and 75 cm (2 ft 6 ins) abowe the floor), non-reflecting daylight or other exterior light source. A free-standing, illuminated swivel blackboard, flip-over, flannelboard, box of maps and projection screen.

The walls should be finished in soft masonite and hessian (as notice boards).

5. Furniture:
Desks with divided top, the larger side capable of being tilted, with an adjustable reading stand and drawers. Should be made to measure.
Teacher's desk with lockable drawers.
Work table and play table with chairs.
Chairs: of different heights. A pair of adjustable chairs for typing, not on castors. Teachers chair on castors.
Shelves: a freestanding system to act as a room divider; a collection of reference books.
Couch: with lightproof curtains.
Work surface under the window.
Kitchen unit with twin sinks, stove with oven and electric boiling plates, electric mixer, various kitchen utensils, open shelves.
Typewriter table with folding down shelf for machine.
Sewing machine table with folding down shelf for machine (electric).
Workshop corner with bench, table, vice, tool-rack and tools.
Sand table on castors (ca 140 × 80 cm – 55 × 32 ins), plant table, telephone, mirror, and gymnasium wall bars.

Store room fitted with open shelves and a table.

6. The store room should be stocked with the following:
Sewing machine table, typewriter table, large type machines for notices, large type portable machine for teacher's use, Rex Rotary Duplicator with stylo, stereo tape-recorder with microphone and stereo radio set and speakers, disc-player (stereo), Kodak carousel slide projector with daylight screen, language master, read master, minitutor, terrestial globe in relief, percussion instruments, sense training equipment, various reading and reckoning material, music stand, stuffed animals, cash register. Selection of lamps and magnifying glasses.
Teaching account. 300 kr. – (£17) annually per child, plus a sum for supplementary material.

The centre should have its own office and three storage rooms. There should also be provision for a play room. A large room fitted out as a cafeteria should be available for use in co-operation with the host school. This could also be used by visitors.

The centre should preferably not have visitors in classrooms during lessons. Instead, a programme should be worked out enabling the centre's rooms to be inspected during the afternoon. Visitors could see on closed circuit TV and taped programmes how lessons are conducted.

The host school's quadrangle should be equipped to stimulate imaginative games and activities and encourage the first steps towards integration.

The physically handicapped are not catered for in present plans because, on the basis of the experience gained at the education centres which have so far been set up, the committee considers that special building arrangements should be made for pupils in this category, so that makeshift solutions to their problems are avoided during a transition period.

The committee is working on plans for a wing to be built on to an existing school. It is hoped to have this ready for use by August 1970.

A number of other newly appointed committees are working on plans for the other handicapped groups.

Instructions to school psychologists

1. The school psychologist is responsible to the Education Committee.

2. The school psychologist is the consultant in psychological and educational matters concerning the children referred to him. He is required to give an opinion on all matters relating to special education and school psychology submitted to him by the Education Committee, the director of education or the inspector of municipal schools. The school psychologist will attend the meetings of the Education Committee as the Committee may require.

3. The school psychologist will examine children referred to him by schools or school authorities whose education or upbringing present special difficulties. A written request, accompanied by full information, must be submitted by the form teacher and school doctor before the examination is carried out.

4. On completion of the examination the school psychologist will make out a report in writing, usually including an assessment of the child's abilities and attitude and recommending the teaching arrangements desirable from the psychological point of view. The report should be sent to the school and to the school doctor.

5. The school psychologist will look after the practical details concerned with the enrolment of a child for special education and with the child's discharge on its conclusion.

Before a child is selected to attend an observation school the school psychologist should discuss the case with the school doctor.

6. Where, owing to sickness, a child has been unable to attend school for a considerable period and is referred to the school

psychologist by the local school authorities, the school psychologist in co-operation with the school should ensure that the child receives necessary instruction at home or in hospital as provided in clause 51 A of the Primary School Act.

7. Where no one person is in direct charge of special education the school psychologist will be responsible for its supervision. He has in all cases the duty of keeping himself informed of children who have been referred for special education on his recommendation and of making all necessary investigations to decide whether special education should be terminated. Where pupils are receiving special education at special schools or education centres, the school psychologist's decision should be arrived at after discussion with the head teacher of the centre and with the psychologist responsible for referring the child in question for special education.

8. The school psychologist should ensure that, on leaving primary school, pupils who have received special education are given special guidance regarding the opportunities open to them for continued instruction and education and for placement in employment.

In carrying out the last named duty he should keep in touch with the vocational guidance director. He is responsible for establishing a system of counsellors for the placement of backward school leavers in accordance with the regulations concerned.

9. Where other authorities, such as the Child Welfare Service, the State Welfare Service for the Mentally Handicapped, hospitals and police, have the right to demand an opinion from the educational psychologist, the opinion should be sent through the head teacher of the school.

10. The school psychologist has a duty to handle confidential information with discretion and may in no circumstances inform unauthorized persons of personal matters which have come to his knowledge in the course of his work.

11. The school psychologist may receive applications direct from the parents or guardians of children seeking a school, or

from the Child Welfare Service, and then has the right to obtain information about the child through the school.

12. On agreement with the child's home the school psychologist may refer the child for examination to special welfare and child and youth welfare institutions. The child's school should be informed of any such arrangements.

13. At the end of each school year the school psychologist is required to submit a report on his work during the year to the Education Committee.

14. The school psychologist is entitled to reimbursement for his duty travelling expenses. If a journey keeps him away from home for more than four hours he is entitled to hour and day money in accordance with the current regulations applicable to civil servants.

15. In accordance with local council regulations a sum will be put at the school psychologist's disposal for office help and other office expenses. At the start of the financial year a suitable advance will be made to him.

16. The Education Committee is responsible for interpreting these instructions. Appeals against decisions may be made to the Ministry of Education.

Instructions to the education advisers of special education centres

1. The education adviser's field of activity comprises the special classes of the ... local education authority listed by agreement with the county of ... and relating to education centres in ... for severely handicapped children.

2. The education adviser, who is the expert consultant in the school psychological services, is responsible to the Education Committee. Official communications should be sent through the chief school psychologist.

3. In co-operation with the chief school psychologist and the director of education's consultant for special education (the County school psychologist) the education adviser should draw up and submit a draft budget for the above mentioned classes through the City Council to the ... County School Committee.

4. It is the responsibility of the education adviser, in co-operation with the inspector of education concerned, to draw up a draft curriculum and time table for special classes and to ensure that premises are adequate.

Plans should be drawn up in consultation with the chief school psychologist and the director of education's special education consultant.

5. The education adviser is responsible for purchasing equipment for the special education classes concerned.

6. The education adviser will assist in the organization of school bus routes and make the necessary agreements with the drivers.

7. The education adviser will hold at least one annual meeting with the Directorate of Education's special education consultant, the school psychologists and speech/hearing consultants

in the area. At least four annual meetings should be held with the teachers of these classes. The chief school psychologist will attend these meetings.

8. The education adviser will draw up an annual report on the work connected with these classes. The report will be included in the chief school psychologist's and the County school psychologist's comprehensive report on special education.

9. The education adviser will keep a case record of each individual pupil.

10. The education adviser's office hours will be the same as those of the local authority schools.

11. Plans for student teaching in these classes will be drawn up by the education adviser.

12. The education adviser is required to teach for the number of hours prescribed in the school timetable.

13. The education adviser has a duty to show due discretion over confidential information and may in no circumstances inform unauthorized persons of personal matters which have come to his knowledge in the course of his work.

14. The education adviser, in consultation with the chief school psychologist, will make contact with the various welfare bodies.

15. The education adviser, together with the chief school psychologist, is responsible, in accordance with current regulations (see The School Inspection Act, para. 37), for the acceptance and discharge of pupils at the special education centre. Reference should also be made to the requirements set out in the agreement with the county of . . .

Advice regarding the special class pupils concerned should be given in consultation with the chief school psychologist.

16. It is the duty of the Education Committee to interpret these instructions. In cases of doubt appeal may be made to the Ministry of Education.

Instructions to the inspector of special education

1. The inspector of special education is on the staff of the Directorate of Primary Education and Teachers' Training Colleges. He is at the disposal of the Ministry of Education's other directorates and of the Inspectorates of Commercial Schools and Technical Education in respect of all matters connected with the provision of school psychological advice and special education.

He is required and entitled to give his opinion on all matters concerning the alteration of current basic regulations in these fields.

2. The inspector of special education will receive and submit opinions and recommendations through the directorate/inspectorate of the area affected by the opinion or recommendation.

He will receive official communications from school authorities, etc., through the directorate/inspectorate of the area concerned in the matter and will put forward his views in the individual matter direct to the directorate/inspectorate unless he has been given authority from the directorate/inspectorate to make decisions in the matter on its behalf.

3. The inspector of special education will study the reports on special education received by the directorates and inspectorates and give his views on them to the directorate/inspectorate concerned.

4. The inspector of special education will be responsible for the inspection of the school psychological advisory service and primary school arrangements for handicapped pupils on behalf of the Directorate of Primary Schools and Teachers' Training Colleges.

5. The inspector of special education will keep himself informed of the instruction given at the teachers' training col-

leges in fields of importance to special education. He is entitled to express his opinion in matters concerning the further training of teachers for special education and the training of school psychologists and to make recommendations to the Directorate of Primary Schools and Teachers' Training Colleges regarding the manner in which new requirements in this field should be met.

6. The inspector of special education is entitled to give guidance to anyone concerned with school psychology and special education regarding the exercise of that person's duties, and is entitled, on request, to be given all information concerning investigations carried out and educational arrangements made in specific cases.

7. The inspector of special education is the adviser to the Directorate of Youth Education on all matters relating to the education of handicapped pupils.

By agreement with the Directorate he will visit schools and courses in the Directorate's area where education of the handicapped has been established and, in agreement with the Directorate, will arrange for co-operation between the teachers engaged in giving this education and qualified advisers.

8. The inspector of special education is the adviser to the Directorate of Grammar Schools (US = High Schools) on all matters concerning the education of the handicapped.

By agreement with the Directorate he will visit schools in the Directorate's area where special arrangements for the handicapped have been, or should be, made and, in agreement with the Directorate, will arrange for co-operation between such schools and qualified advisers.

By agreement with the Directorate he will assist in arranging special concessions for the handicapped at examinations.

9. The inspector of special education is adviser to the Inspectorate of Commercial Schools in all matters concerning the education of the handicapped.

By agreement with the Inspectorate he will visit schools in

the Inspectorate's area where special arrangements for the handicapped have been, or should be, made and, in agreement with the Inspectorate, will arrange for co-operation between such schools and qualified advisers. By agreement with the Inspectorate he may assist in arranging special concessions for the handicapped at examinations.

10. The inspector of special education is the adviser to the Inspectorate of Technical Education in all questions regarding the education of the handicapped.

By agreement with the Inspectorate he will visit schools in the Inspectorate's area where special arrangements for the handicapped have been, or should be, made and, in agreement with the Inspectorate, will arrange for co-operation between such schools and qualified advisers. By agreement with the Inspectorate he may assist in arranging special concessions for the handicapped at examinations.

11. The inspector of special education, at the special request of the Ministry of Education, will be at the disposal of other areas under the Ministry over questions concerning the education of the handicapped.

12. The inspector of special education will keep in touch with the welfare institutions with the aim of achieving the best possible co-ordination between the educational institutions for the handicapped under the Ministry of Education and those under the Ministry of Social Affairs.

13. The inspector of special education is required to keep abreast of research into special education and is entitled to make recommendations to the Ministry regarding the manner in which new research projects should be handled.

14. The inspector of special education will be assisted in his duties by the consultants at present appointed for the purpose:
the consultant for schools for backward children,
the consultant for the education of backward readers,
the consultant for the education of the partially sighted,

the consultant for the education of the speech handicapped,
the consultant for the education of the hearing handicapped,
the consultant for the education of the physically handicapped.

For dealing with administrative matters relating to special education an official will be designated in each of the following departments: the Directorate of Primary Schools and Teachers' Training College, the Directorate of Grammar Schools (US High Schools), the Directorate of Youth Schools, the Inspectorate of Commercial Schools, and the Inspectorate of Technical Education. The co-ordination of administrative matters will be the responsibility of the official in the Directorate of Primary Schools and Teachers' Training Colleges.

Instructions to speech-hearing teachers

1. The speech-hearing teacher works to the directions of the Education Committee (Directorate of Education) and under the supervision of the speech-hearing consultant as an assistant to the special education consultant (the school psychologist).

2. The speech-hearing teacher will give children suffering from speech defects and impaired hearing special education in groups of suitable size and, where necessary, individually.

3. Before commencing instruction the speech-hearing teacher will receive the pupil's file from the speech-hearing consultant. The file will contain the school report, a copy of the health card showing whether further specialist examination is required, speech tests and any specialist opinions together with the results of any educational and psychological tests which may have been made on the child.

Where children with impaired hearing are concerned the file will also contain the special welfare organization's or specialist doctor's opinion and guidance.

The speech-hearing teacher is required to ensure that the school doctor has given his approval for the pupil to have speech and hearing training.

4. At all stages of the pupil's education the speech-hearing teacher is entitled to consult the school doctor, the school dentist, and other qualified persons concerned with the treatment of the pupil.

5. The speech-hearing teacher has a duty not to divulge information about personal matters which have come to his knowledge during the course of his work. This duty remains after he has left the service.

6. The speech-hearing teacher should keep a case record of the children suffering from speech defects and impaired hearing whom he teaches, and whenever he thinks necessary – and at least twice a year – will submit a report on each individual child to the speech-hearing consultant, who will forward the report to the school psychologist.

The speech-hearing teacher must ensure that the question of terminating the special education is raised as soon the child's difficulties have been overcome; similarly, while the special education is in progress, he must be alert to the possible desirability of changing or postponing it.

7. At the conclusion of special education the pupils' file should be returned to the speech-hearing consultant, who will forward it to the school psychologist for safe keeping.

8. Each year the speech-hearing teacher will make a review of his work for the purposes of the annual report on special education. The review should be sent to the speech-hearing consultant, who will send it on to the school psychologist.

9. The speech-hearing teacher is entitled to reimbursement for his duty travelling expenses, plus hour and day money according to the salary class to which he is appointed.

10. The Education Committee (or Directorate of Education) is responsible for interpreting these instructions. Cases of doubt can be referred to the Ministry of Education.

Instructions for counsellors concerned with backward school leavers

1. The counsellor conserned with the placement of backward school leavers works as an assistant to the school psychologist (and in certain cases to the inspector of schools for backward children) and is responsible to the Education Committee (the Local Education Authority).

2. It is the duty of the counsellor to give advice and help over personal matters to backward children and their homes during the children's school careers, as they leave school, and during their transition to employment, and also to assist with vocational guidance and in the finding of work. Similarly the counsellor will give help where desired to other primary school children and young people with special difficulties when they have no counsellor of their own. Aid to backward children and others can be given, for example, by referring them to institutions or bodies which provide special help, including in particular the vocational guidance service linked to the official employment exchanges and rehabilitation centres (see the Rehabilitation Act, article 2, clause 2, and section II of the Ministry of Social Affair's circular of 22 May 1967 concerning the Rehabilitation Act).

In such cases the counsellor will also give the pupil's home advice and guidance regarding aid from the Children and Young People's Welfare Service and the Welfare Service for the Mentally Handicapped.

3. The counsellor's help should always be in the form of an offer to the pupil and his home and should only be given with the agreement of the home. The counsellor should assist the school, when requested, by talking to the pupil's home whenever his future, including his education, needs to be discussed.

He can, for example, advice on further education in or outside the primary school, including where necessary a period at a continuation school or a youth boarding school. The counsellor can also help, if necessary in co-operation with the Welfare Service for Handicapped Persons and the rehabilitation centres, by arranging for the pupil to be taken under care, or given employment, an apprenticeship, or some other form of training. The counsellor should obtain full information about pupils while they are still at school. He is entitled to information about pupils from the school, the school doctor (or the school psychologist) and the employment exchange.

4. The counsellor can take up a case at the request of the young person concerned, the young person's home, the class teacher, the labour exchange, the rehabilitation centre, the child welfare service, the employer, and so on. If the request did not originate from the home the counsellor should get into touch with the home.

5. Where a matter concerning a child at school makes it desirable to do so, the counsellor should confer with the school. At agreed times, and at least once a year, current cases should be discussed with the school.

6. The counsellor, in co-operation as may be necessary with the vocational guidance advisers, should assist the school by arranging instruction in vocational guidance, including trainee service and vocational training, and he should also help to organize the provision of special instruction in youth schools, evening schools groups and youth clubs as may be required.

7. With the approval of the home the counsellor may approach the young person's employer or place of training in order to make arrangements for special consideration to be shown, extra instruction to be given, or other aid to be provided, including assistance over fixed payments to be made out of wages. The counsellor – also with the approval of the young person's home – may negotiate on behalf of the young person with head teachers and teachers at youth schools, continuation schools and

schools for semi-skilled workers, etc. He can also get in touch with official bodies and institutions on behalf of the young person.

8. The counsellor has a duty not to divulge any information concerning any personal matters which may have come to his knowledge in the course of his duties. This duty remains after he has left the service.

9. So far as possible the counsellor should be available at a fixed time each week. If he is away for more than fourteen days arrangements should be made so that either he, or a substitute, can be reached by telephone or letter.

10. The counsellor will submit an annual report on his work to the school psychologist (or to the Inspector of Schools for Backward Children as the case may be).

11. It is the responsibility of the Education Committee (the Director of Education) to interpret these instructions. In cases of doubt appeal can be made to the Ministry of Education, which, in matters concerned with vocational rehabilitation, will deal direct with the Directorate of Rehabilitation and Welfare.

Guidance for class teachers and others on the proper treatment of children with defective hearing at school

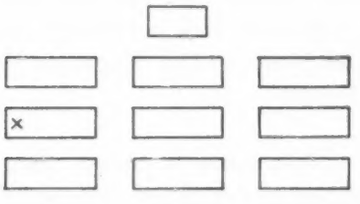
1. Place the child so that he can hear what is said in class
   a. by the teacher, and b. by the other children.

There are, therefore, two factors to be considered. Consequently it is by no means certain that the front desk will be the most suitable – unless the degree of hearing loss is such that the child would otherwise be unable to hear what is said from the teacher's desk. The second or third desk in the row by the window would in most cases be suitable. Where there is normal hearing in the left ear and a hearing loss in the right the second desk in the row by the door would be suitable.

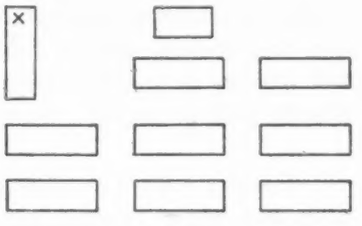
2. Place the child so that he can see what is said during the periods
   a. by the teacher, and b. by other children.

If the child sits at the second or third desk in the row by the window the light will fall on the teacher's and the other children's mouths and he will be able to lip read.

Thus:



or in more severe cases thus:



3. Turn your head whenever possible so that the child can see your mouth. This is particularly important when telling a story or dictating, or when asking questions. In mental arithmetic it is essential.

4. Always speak clearly, but if the child is using a hearing aid be careful not to speak above the normal level. Shouting must be absolutely avoided, for this is unbearable to anyone using a hearing aid and is in any case incomprehensible. A child who dislikes using a hearing aid should none the less be encouraged to do so. During gymnastics it is nearly always best for the hearing aid to be taken off.

5. If the hearing aid does not work satisfactorily the speech-hearing consultant or teacher at the school psychology service should be consulted.

6. If the child finds it difficult to keep up with lessons you should inform the speech-hearing consultant, and extra coaching will then be possible.

7. Bad acoustics in the classroom should be brought to the attention of the inspector of schools and thus to the school authorities.

8. If you have not heard from the speech-hearing consultant/teacher regarding a child with a hearing defect of whom he or she should be aware, you should enquire of him or her if he or she is aware of the case.

9. It is the class teacher's duty to tell the other children in the class of the difficulties of a hearing handicapped child, and it is also in his own interests to do so. Other teachers who take the class should also be told. If the child uses a hearing aid this should be made known to the porter. The inspector of schools will, of course, also be informed.

10. Contact with a handicapped child's home is always desirable, but where hearing handicapped children are concerned the understanding and confidence of the parents are essential.

11. Finally your attention is drawn to the need to pay special heed to the speech of hearing handicapped children, since speech is often affected by impaired hearing. This, too, is a

matter about which the speech-hearing consultant/teacher should be informed.

12. Paradoxical as it may seem, this clause is concerned to make the point that a child with impaired hearing may require to be treated in the same way as other children and not be shown unnecessary attention or consideration. What a hearing handicapped child wants above all else is to be like others; consequently his mental strain can often be eased merely by treating him in the same way as others – while making allowances as discreetly as possible. On the first day in a new class a lot of fuss can be avoided by giving the hearing handicapped child the desk in the best position before any other child claims it. A hearing aid should be referred to as naturally as a pair of glasses.

13. Teachers should note that only a small degree of hearing loss can make it difficult for a child to follow lessons with the same ease as its companions. The fact that in certain ideal situations a child with impaired hearing can react as well as a child with normal hearing is no proof that his hearing is normal. The less serious cases should also be discussed with the speech-hearing consultant and speech-hearing teacher.

14. Some hearing defects are of such a difficult nature, or border so closely on the normal, that it is not always easy to be sure whether a hearing aid is necessary and whether any benefit would be gained from its use. In such cases the hearing centre's efforts to help the child should be given full support, since the value of them depends entirely on their being thoroughly tried out.

15. The symptoms of mental handicap, impaired hearing, and speech defects, appear to be the same in many respects. One of the reasons the hearing centre arranges to try out a hearing aid on a child, despite scepticism in certain cases over the likelihood of its success, is that the centre wishes to determine the possible extent of the defects – and one must assume that the school has an equal interest in seeing such cases cleared up.

Information to be given in applying for concessions at final examinations and other State controlled tests for hearing handicapped pupils

The application should be sent to the Directorate of Primary Schools and Teacher Training Colleges, (Direktoratet for folkeskolen og seminarierne, Frederiksholms kanal 26, 1220 Copenhagen K), or in the case of grammar school pupils to the Directorate of Grammar Schools (Direktoratet for gymnasieskolerne og højere forberedelseseksamen, Frederiksholms kanal 25, 1220 Copenhagen K).

I *Particulars of the pupil*

Name .....
Date of birth .....
School .....
Form .....
Nature of tests .....
Full details of the pupil's difficulties .....

II *Nature and extent of concession*

1. Special concessions in dictation:
   a. transfer to special premises on account of acoustics, possibly with the pupil alone with the examiner,
   b. slower dictation,
   c. the teacher specially placed in relation to the pupil (at a favourable distance, with the light on the teacher's face).
2. With an assistant at an oral examination. The assistant's name and occupation.
3. Regard paid to the hearing disability in judging the pupil's pronunciation of a foreign language.
   Marks for pronunciation possibly disregarded in the final assessment.

4. Exemption from the "13-rule"*.
Appendix 1. The hearing centre's case record (known as p. 5).
Appendix 2. Declaration by the speech-hearing consultant.
Appendix 3. Declaration by the school psychologist.
Date: Signature – stamp

* The marks awarded in Danish schools range from 0 to 13. One of the requirements for passing a Danish school examination is that the sum of the two lowest marks obtained plus the average of the rest should not be less than 13.

3

Guidance on the treatment of blind children in ordinary classes

1. There are certain problems in teaching blind and sighted pupils together, but these problems can usually be resolved if:

a. the school staff and the other pupils have the proper attitude to the child,
b. the child is well adjusted,
c. the child is of normal, or above normal, intelligence,
d. the child is encouraged at home,
e. the necessary teaching aids are available,
f. the school and the home receive regular help from teachers specially experienced in teaching the blind (or from the teaching consultant for the visually handicapped).

2. In principle the blind child should be treated just like other pupils. Help should be given only when necessary. The capacities of the blind should not be underestimated. They are not helpless. It is, for example, natural for the blind to read with their fingers and to get about on their own once they have been given the necessary instructions.

3. Education calls for the co-operation of everyone concerned with the blind pupil. The school psychologist will examine the child – possibly in co-operation with the Refsnæs school for the blind and the State boarding school for the blind and visually handicapped – in order to ascertain the pupil's special needs and difficulties. The school psychologist will put the child's teacher in touch with the teaching consultant, who will help by dealing with any practical problems which may arise during the course of instruction.

The teachers who take the pupil should discuss his case at intervals so that arrangements can be co-ordinated.

Good contact should be maintained with the pupil's home.

Where pupils have disabilities in addition to defective vision, advantage should be taken of the specialized knowledge of the school psychological service.

4. The school will be greatly helped in its work with a blind pupil if all the child's teachers are told of the pupil's difficulties.

Blindness, educationally speaking, is not always the same as total blindness. Many blind people have residual sight which is insufficient to enable them to follow normal teaching. Where the pupil has residual sight the teacher should know if, and how, it can be exploited in the actual educational situation.

The school doctor and teaching consultant will discuss these questions and advise the child's teacher.

5. It is not essential for the child's teachers to know Braille, but it is none the less an advantage if they do know the system and recognize the symbols for the letters and figures. The teaching consultant will obtain the material and give the necessary instruction.

Those who teach beginners will have plenty of opportunity of getting to know Braille, since the system is not fully applied until the pupil reaches the third or fourth forms.

6. The teaching consultants will advise on special aids and equipment and will obtain them. These include books, machines, and relief maps. If all these aids are not available many of them can be made.

7. Experience has shown that the subjects causing the greatest difficulties are mathematics, physics, biology, geography, woodwork, clay modelling and gymnastics. Teachers taking these subjects should make a special point of obtaining the teaching consultant's help.

8. Blind pupils will need special teaching. This will include instruction in the use of aids, in getting about, and in sense training and perception. Special coaching may also be required if the pupil has difficulty in keeping up in one or more subjects.

The teaching consultant can make a direct contribution to this work, but the school's own teachers should participate.

9. The visual disability calls for certain concessions in class and in tests, including State controlled tests and final examinations. The concessions may involve subjects (e. g. writing), parts of

a subject (e. g. the theory of light), the conditions of the test (e. g. extended time), or the use of special aids (e. g. a Braille typewriter).

Guidance is available over the concessions which can be made, including instructions on how they should be applied for.

Once the application for concessions has been submitted in accordance with the instructions, the text of the tests and examination papers will be transcribed into Braille and sent to the school.

End of term examination papers or other tests arranged by the school will be transcribed into Braille on reference to the teaching consultant by the school.

10. The blind pupil should take part in school camp, excursions, outings, etc., and care should be taken in advance to ensure that the child benefits from these distractions without the other pupils suffering. In special cases the teaching consultant will be able to help by arranging for a companion to accompany the pupil.

11. The blind pupil will need plenty of space on his desk since his books are large and he will often have to use books and a typewriter together. There must be space for the books and machine either in the pupil's desk or in a cupboard or on a shelf in the immediate vicinity of his desk.

12. The blind pupil's teacher should carefully note how the child develops in relation to his companions both in and out of school. Any difficulties the child may have should be discussed immediately with the teaching consultant. The teacher can help the teaching consultant by telling him about the pupil's home and the facilities it can offer for the profitable use of spare time.

13. Teaching a class which includes a severely handicapped pupil rates as special education in respect of the circular of 28 September 1967 from the Ministry of Education (Directorate of Primary Schools and Teachers' Training Colleges). This means that there will be a reducation in the number of teaching hours in accordance with the appropriate rules.

Draft instructions for teaching consultants for the visually handicapped

1. The teaching consultant, who is professional adviser to the special education consultant, is responsible to the Education Committee under which the education centre operates.

2. The teaching consultant will supervise the education of visually handicapped pupils in his area.

3. He will advise schools regarding the special arrangements necessary for teaching the visually handicapped, including the organization of special education and the securing of special equipment.

4. In certain cases the special education mentioned in paragraph 3 can be given by the teaching consultant.

5. The teaching consultant may consult the school doctor, the Minister of Education's consultant for the education of visually handicapped children, or the Refsnæs school.

6. When advising the school the teaching consultant should get in touch with the pupil's home.

7. The teaching consultant should obtain all possible information about the pupils. He is entitled to information about the pupils from the school, the school doctor and other qualified persons concerned in the pupil's treatment.

8. He has a duty not to disclose any information on personal matters which may have come to his knowledge in the course of his work. This duty remains after he has left the service.

9. If a pupil is transferred to another school, the teaching consultant should ensure that those responsible for special edu-

cation at the new school are informed of the pupil's special difficulties, so that the necessary special arrangements can be made immediately.

10. The teaching consultant should assist the school in arranging vocational training, including practical training service. This will require him to keep in close touch with the labour exchange and the rehabilitation centre. In special cases – and always when a blind person is concerned – he should consult the State Institute for the Blind and Partially Sighted in Copenhagen.

11. The teaching consultant should ensure that visually handicapped pupils are reported through the special education consultant to the rehabilitation centre.

12. In cases where authorities such as the child welfare service, welfare institutions, hospitals or the police can request an opinion from the teaching consultant this opinion should be sent through the special education consultant.

13. Each year the teaching consultant should draw up a survey for the special education consultant, giving the number of visually handicapped pupils in his area and reviewing the work carried out during the year.

14. The teaching consultant is entitled to reimbursement for duty travel plus hour and day money according to Civil Service rules.

15. It is the responsibility of the Education Committee to interpret these instructions. In case of doubt appeal can be made to the Ministry of Education.

Guidance for dealing with partially sighted pupils in ordinary classes

1. The partially sighted pupil must be accepted by both his teachers and companions. If the partially sighted pupil feels secure the school will have gone a long way towards achieving satisfactory results.

But the difficulties caused by the disability should not be under-estimated. It is particularly important to be aware of a fact which normally-sighted people often find difficulty in appreciating, namely that a partially sighted person can manage perfectly well in one situation while doing extremely poorly in another. For example, some partially sighted children read excellently but have difficulty in getting about; with others the reverse applies.

2. Not all pupils with defective vision are partially sighted, educationally speaking. The designation is applied to pupils whose visual acuity, after correction, is less than 6/18 in the better eye, or who – even though they have greater visual acuity – suffer other visual disabilities which entitle them to special consideration at school, e. g. limited field of vision and retinitis.

3. The education of the partially sighted calls for close co-operation between all those concerned. The school psychologist will be able to say what the pupil's particular difficulty is and where his abilities lie, and will refer the child to the teaching consultant, who will assist in solving the practical problems connected with the pupil's education. The teacher should discuss the partially sighted pupil's condition at intervals so that the various arrangements made can be co-ordinated.

Where a pupil has other disabilities in addition to the visual one, advantage should be taken of the special knowledge available from the School Psychological Service.

4. All teachers involved in teaching the partially sighted pupil should be informed by the school doctor and the teaching consultant of his condition, including the effect of his disabilities on his sight.

5. So far as possible the partially sighted should be treated in the same way as other pupils. Special arrangements should only be made when the disability makes them essential. Both the pupil and his companions should come to regard such arrangements as perfectly natural.

6. It is important that the partially sighted pupil should be suitably placed in the classroom. The pupil should have a say over where he sits. Among the factors to be borne in mind are lighting and the distance from the blackboard.

7. Some partially sighted pupils need extra light on their desks. The teaching consultant will advise on the purchase of lamps.

Other partially sighted pupils are so sensitive to light that shades are essential. Here, too, the teaching consultant can advise.

8. Experience has shown that a dark, non-reflecting, wall blackboard and white chalk are best for the partially sighted. It may be necessary to install special lamps above the blackboard.

9. If the partially sighted pupil finds it difficult to see what has been written on the blackboard the teacher should say the words aloud as he writes them and get the other pupils, when they write on the blackboard, to do the same. Now and then the teacher should make sure that the partially sighted pupil has been able to follow. The pupil should be encouraged to go right up to the blackboard if it helps him to do so.

10. If glasses have been prescribed for the pupil the teacher should ensure that they are used. He should take necessary steps if the glasses are uncomfortable, if they slip down the nose, or if the lenses are not clean. The pupil must learn that he

can only get full advantage from the glasses if they are right in every respect. If more than one pair have been prescribed the teacher should see that they are used as intended.

11. Some pupils need a magnifying glass. The teaching consultant can advise on the most suitable type of magnifying glass for the individual pupil.

12. Subjects such as Danish, mathematics, writing, physics, geography, needlework, carpentry and gymnastics cause the greatest difficulties and call for the teaching consultant's guidance.

13. The partially sighted find it helpful for books to be printed in clear type on white, matt paper. Italics and small type should be avoided. Some partially sighted persons like to have books printed in specially large type. The teaching consultant will be able to advise regarding material which is available or can be produced.

The reading distance of some partially sighted persons is very short. Pupils in this category should have a special desk with a top which can be tilted to form a reading stand, so that a bad posture during work can be avoided.

If reading fatigues the pupil, some of the books should be tape recorded. Tape recorders can be made available.

14. If the pupil has trouble over writing, e. g. in forming letters, or in keeping his lines straight, or if he is unduly slow, the possibility of teaching him to type should be considered. Typing instruction can be given from the third or fourth form. Once the pupil has become sufficiently proficient the machine can be used for both school and homework.

15. For writing and arithmetic there are exercise books with heavily printed lines. Some partially sighted pupils find these extremely helpful.

A good selection of writing instruments should be available: ball-point pens, felt-pointed pens, soft pencils, and so on. Let

the pupil choose for himself the type he prefers. Partially sighted pupils often need more time than others to complete a task.

16. Concessions sometimes have to be made to partially sighted pupils in lessons, tests and examinations. In lessons the consessions could mean letting them off certain subjects (e. g. writing) or parts of subjects (e. g. certain forms of handwork and carpentry), and in examinations could mean adjusting the time for completing the papers or allowing the use of special aids (e. g. typewriter). Instructions on how to apply for concessions are available. The teaching consultant can give details.

17. The pupil is entitled to extra coaching in one or more subjects which are causing him difficulty. Such coaching is often best given by the child's teacher in that subject. In special cases the teaching consultant can assist.

18. The degree of sight loss is not in itself the decisive factor. What matters is how the pupil can use his residual sight. He must therefore be encouraged to use his sight as much as possible.

It is important that the pupil should learn to use his sight properly. Unless the eye-specialist has advised to the contrary it is only proper for the sight to be used. Pupils who are easily tired by reading must learn to "economize" with their sight by making suitable breaks. With work suitably organized the pupil can be stimulated to use his sight and so get more benefit from whatever sight he has.

19. The pupil's progress compared with that of his companions during school and out of school should be carefully noted. The teacher should do all he can to support the teaching consultant in his efforts to resolve the child's problems. In this connection the teacher's knowledge of the child's home and the opportunities it offers for useful spare time activities is most valuable.

How to apply for concessions at final examinations and other State controlled tests for visually handicapped children

In accordance with the Ministry of Education's circular of 11 November 1954, The Education of Blind Pupils in Mathematics, and the decisions cited in memoranda relating to Danish secondary (or high) schools for the school years 1948–49 to 1957–58, vol. A 1963, pp. 66 and 157, blind pupils taking primary school tests and examinations and the Danish matriculation examination can be granted one or more concessions as listed below. In addition, under the Ministry of Education's notice no. 153 of 15 May 1964 on the granting of exemption in special cases from the required number of marks at the school leaving examination and the Danish matriculation examination, visually handicapped pupils can be given exemption from certain minimum mark requirements. Application should be made to the Directorate of Primary Schools and Teachers' Training Colleges, Frederiksholms Kanal 26, Copenhagen K, or in the case of grammer school pupils to the Directorate of Grammar Schools and Leaving Examinations, Frederiksholms Kanal 25, Copenhagen K, before 1 February in the year the tests are to be held, stating.

I. Particulars of the pupil:

Pupil's name .....
Date of birth .....
School .....
Form .....
Nature of examination .....
Details of the pupil's difficulties .....

II. Indication of the concession required:

1. Extended time for written papers
   (1 hour is normally extended by 20 minutes).

2. Exemption from marks for neatness.
3. Permission to use ordinary typewriter.
4. Permission to have dictation read slowly and repeated without pauses after it has been taken down.
5. Written tests to be held in a special room for the benefit of other pupils on account of typewriter noise.
6. Exemption from problems requiring knowledge of geometry (see item 8).
7. Exemption from examination in written arithmetic.
8. Exemption from examination in geometry (written and oral).
9. Permission to ask supervisor the meaning of expressions in tests where sighted pupils may use a dictionary (all meanings of the expression concerned to be read out).
10. Permission to ask the supervisor what was last written.
11. Exemption from paper containing visual material.
12. Exemption from paper on the theory of light.
13. Exemption from marks for gymnastics.
14. Exemption from marks for needlework.
15. Exemption from marks for carpentry.
16. .....
17. .....
18. .....

III. Declaration by the school doctor:
(diagnosis, visual acuity etc.).

IV. Declaration by the school psychologist:
(abilities, method of working, etc.).

Date: Signature

Guidance on allowances for retarded reading (word blindness) that may be made in accepting pupils into secondary schools and high schools

Schools and course organizers should co-operate in ensuring that an otherwise qualified pupil is not excluded by reason of retarded reading (word blindness) from secondary or high school education.

This should particularly be borne in mind in selecting pupils for the grammar or high school streams in sixth and seventh forms, for the first form in the *realskole,* for the first form of the *gymnasieskole* (a 3-year grammar or high school course), or for courses for the higher school leaving examination, and for examinations for removal to a higher form in the *realskole* and *gymnasieskole*. In reaching a decision particular weight should be given to the school psychologist's report on the pupil.

In determining the year's marks and examination marks, however, no allowances may be made for retarded reading or spelling, e. g. marking should not be more lenient in view of the specialist's declaration. Schools are required, where necessary, to seek exemption from the "13-rule"* in accordance with the Ministry of Education's notice no. 153 of 15 May 1964.

The Ministry of Education

(*Undervisningsministeriet*),
Frederiksholms Kanal 21, 1220 Copenhagen K.
Tel: (0154) Mi. 5282

The Inspectorate of Special Education

(*Inspektionen for specialundervisning*),
Frederiksholms Kanal 26, 1220 Copenhagen K.
Tel: (01) 15 47 67
The Inspectorate of Special Education supervises the school psychology advisory service and primary school arrangements

* See foot-note p. 115.

for the handicapped on behalf of the Directorate of Primary Schools and Teachers' Training Colleges.

The Inspectorate is at the disposal of the Ministry of Education's other directorates and departments regarding matters concerning the handicapped.

The Inspector of Education is assisted in his duties by consultants in the following spheres of handicap:

The Superintendent of Special Education:
I. Skov Jørgensen
The reading retarded:
C. Thueslev
The hearing retarded:
K. J. Laursen Ellekrog
The mentally handicapped:
Miss *Karen Marg. Hansen*
The sick and physically handicapped:
M. P. Slot
The visually handicapped:
Valdemar Paaske
The speech handicapped:
Mrs. *Inga Nilsson*
The maladjusted:
Mrs. *Birgit Dyssegaard*
The handicapped in Youth Schools and those undergoing Spare Time Adult Education:
Holger Nerents

There are school psychological services in all counties and provincial boroughs. Further information about them can be obtained from the Inspectorate.

Specially qualified teachers' organizations:

The Danish National Association of Reading Teachers
(*Landsforeningen af Læsepædagoger*),
Vejlemosevej 31, 2840 Holte.

The Association of Teachers for the Hard of Hearing,
(*Hørepædagogisk Forening*),
H. P. Hansensvej 31, 7400 Herning.

The Danish Association of Schools
for Backward Children,
(*Danmarks Hjælpeskoleforening*),
Hjælpeskolen, 6600 Vejen.

The Association of Teachers at the Copenhagen
Schools for Backward Children,
(*Københavns Hjælpeskolers Lærerforening*),
P. G. Rams Allé 27, 2000 Copenhagen F.

The Association of Hospital Teachers,
(*Foreningen af pædagoger ved Sygehusundervisningen*),
Borgvold 7, 8260 Viby J.

The Danish Logopedic Society,
(*Talepædagogisk Forening*),
Holmevej 109, 8270 Højbjerg.

The Association of School Psychologists and
Danish Special Education Consultants,
(*Foreningen af Skolepsykologer og Konsulenter
for Specialundervisningen i Danmark*),
Søager 45, 2820 Gentofte.

Organizations for the handicapped

The National Association for Word Blindness in Denmark,
(*Landsforeningen for Ordblindesagen i Danmark*),
Callisensvej 34, 2900 Hellerup.

The Danish Association for Better Hearing,
(The Association of Parents of Hearing Handicapped Children)
(*Landsforeningen for bedre Hørelse*),
Tordenskjoldsgade 11, 1055 Copenhagen K.

The Association for Cerebral Palsied Children,
(*Foreningen for spastisk lammede børn*),
Vangehusvej 12, 2100 Copenhagen Ø.

The Danish Epilepsy Association,
(*Dansk Epilepsiforening*),
Vangehusvej 12, 2100 Copenhagen Ø.

The National Association of the Crippled,
(*Landsforeningen af Vanføre*),
Hans Knudsens Plads 1, 2100 Copenhagen Ø.

The Society and Home for Cripples,
(*Samfundet og Hjemmet for Vanføre*),
Esplanaden 34, 1263 Copenhagen.

The Association of Schools for the Handicapped,
(*Svagføres Skoleforening*),
Hans Knudsens Plads 1, 2100 Copenhagen Ø.

The Danish Association of the Blind,
(*Dansk Blindesamfund*),
Randersgade 68, 2100 Copenhagen Ø.

The Psychotic Children's Welfare Society,
(*Psykotiske børns Vel*),
Haspegårdsvej 71, 2880 Bagsværd.

The National Society for the Welfare of
the Visually Handicapped,
(*Landsforeningen synshæmmedes Vel*),
Brovænget 16, 8250 Egå.

The State Welfare Service for
the Mentally Handicapped,
(Statens Åndssvageforsorg),
Falkonerallé 1, 2000 Copenhagen F.

The State Library of Pedagogics
and Child Psychology
(Statens pædagogiske Studiesamling),
Frederiksberg allé 22, 1820 Copenhagen V.

The Royal Danish College of Education,
Department of Special Education,
(Danmarks Lærerhøjskole, afdeling for specialpædagogik),
Emdrupvej 101, 2400 Copenhagen NV.

The Danish Institute for Educational Research,
(Danmarks pædagogiske Institut),
Emdrupvej 101, 2400 Copenhagen NV.

The Danish National Institute of Social Research,
(Socialforskningsinstituttet),
Borgergade 28, 1300 Copenhagen K.

What can we learn from each other?

Aim and work of the Danish Institute

The Danish Institute is an independent non-profit institution for cultural exchange between Denmark and other countries, representing Danish cultural educational and social organisations. Abroad its aim is to inform other countries about life and culture in Denmark, particularly in the field of education, welfare services and other branches of sociology; at home to help spread knowledge of cultural affairs in other countries. Its work of information is thus based on the idea of mutuality, and treated as a comparative study of cultural development at home and abroad by raising the question: What can we learn from each other?—The work of the Danish Institute is done mainly in three ways:

1) By branches of the Danish Institute abroad—in Great Britain (Edinburgh), the Benelux countries (Brussels), West Germany (Dortmund), France (Rouen), Switzerland (Zürich), Italy (Milan) and its contacts in the USA and other countries. Lectures, reference work, the teaching of Danish, exhibitions, concerts, film shows, radio and television programmes as well as study tours and summer schools are an important part of the work of representatives of the Institutes stationed abroad.

2) Summer seminars and study tours both in Denmark and abroad. The participants come from Denmark and many other countries. The study tours bring foreign experts to Denmark and take Danish experts abroad. Teachers, liberarians, architects and persons engaged in social welfare and local government make up a large proportion of them.

3) Publication of books and reference papers in other languages. Primary and folk high schools in Denmark, our library system, welfare services, cooperative movement, handicrafts, architecture, literature, art and music, towns and countryside are among the main subjects dealt with.

The Danish Institute receives an annual subsidy from the state which covers the expenses of running its offices in Copenhagen and abroad. The cost of training its representatives and all its publications is met by grants from local authorities and foundations.

The author Martin A. Hansen called the Danish Institute a folk high school without frontiers: "In fact the work of the Danish Institute abroad has its roots in our finest traditions of popular education which go back right to Grundtvig and Kold. The means and methods used are modern, the materials of the very best and the approach to the work cultural in the truest meaning of the word."

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